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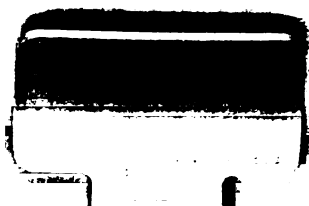
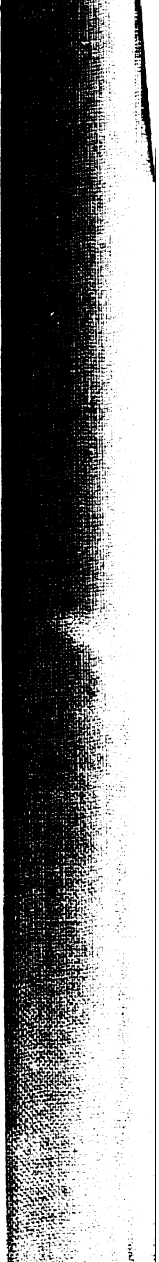
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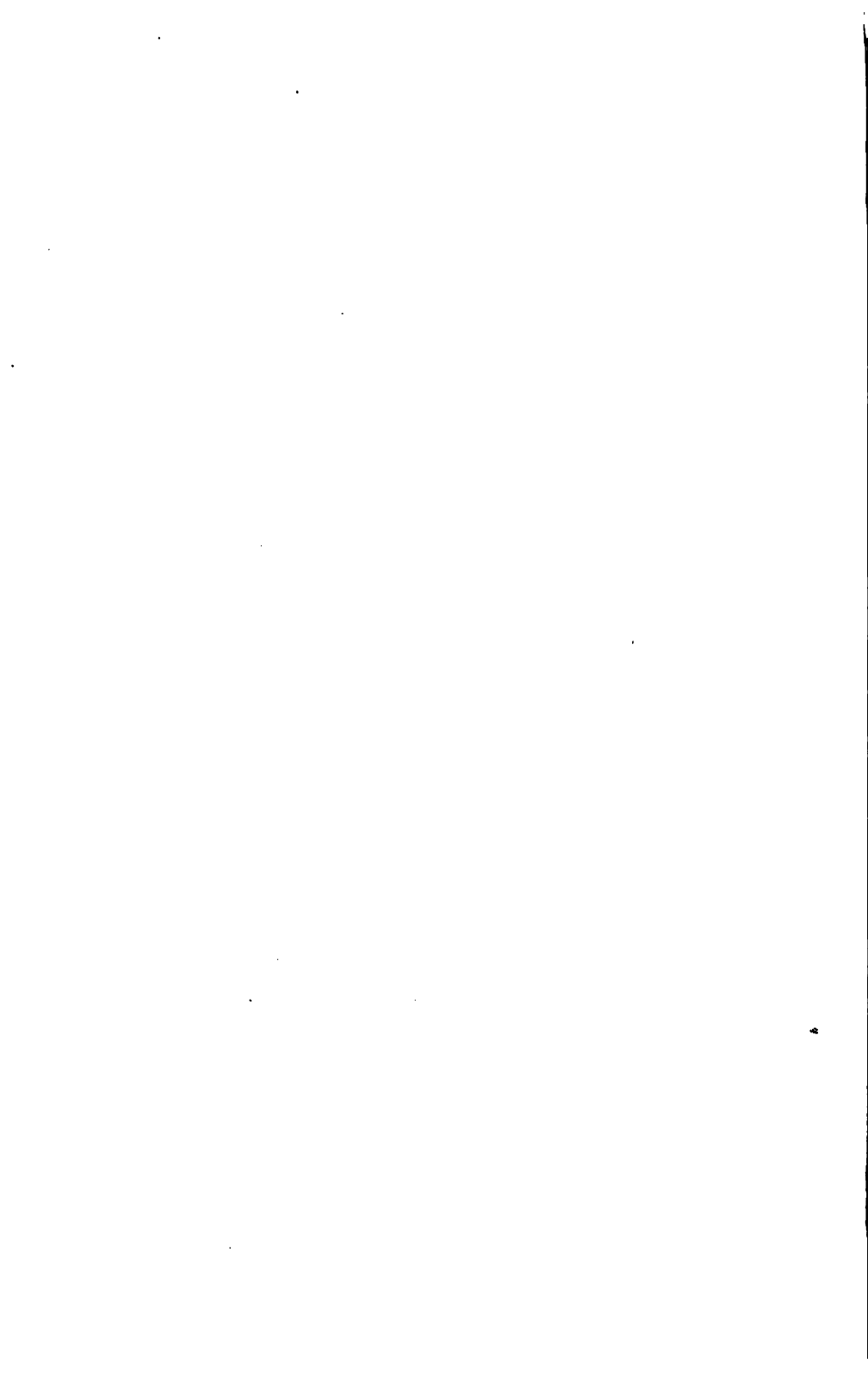
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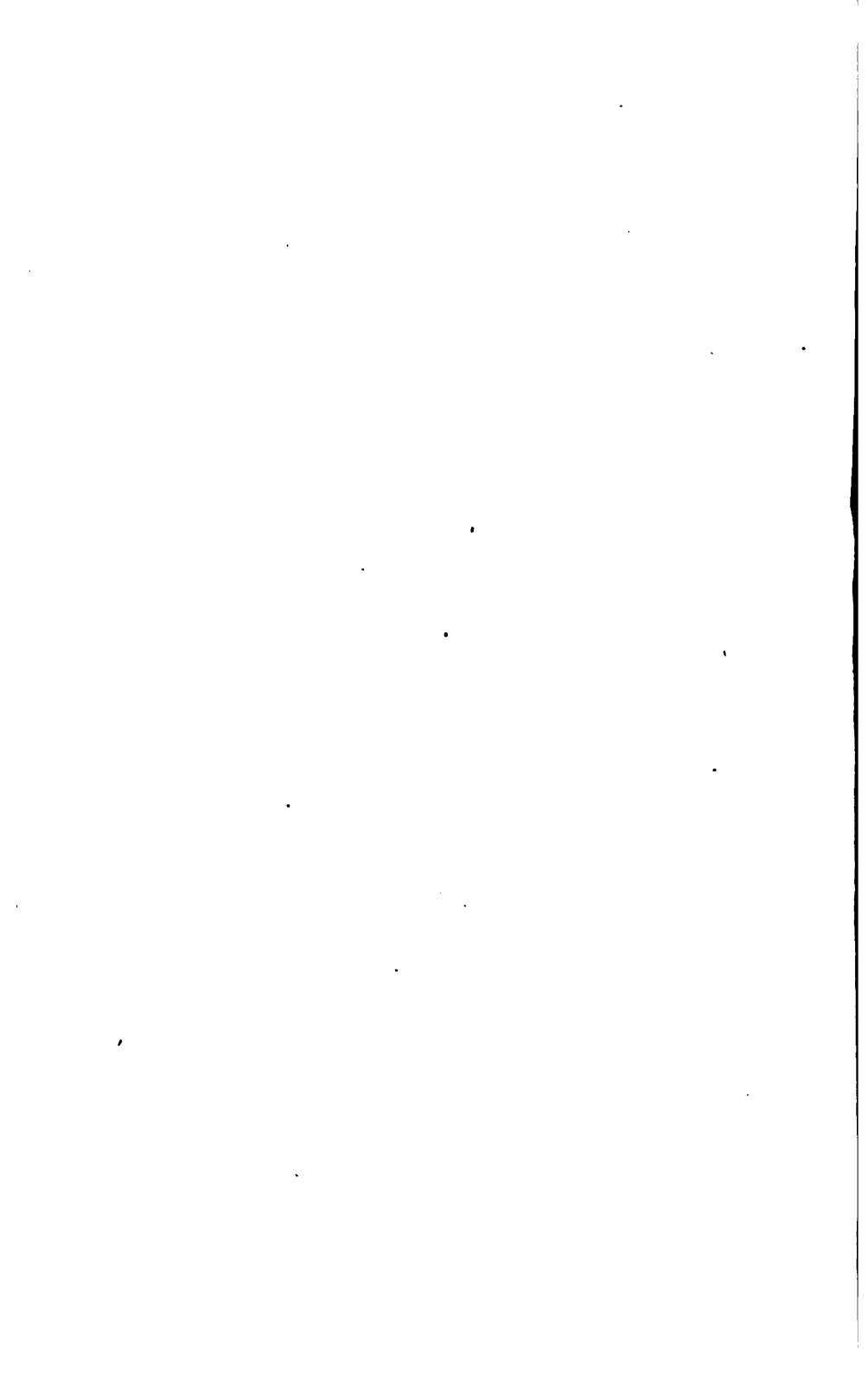
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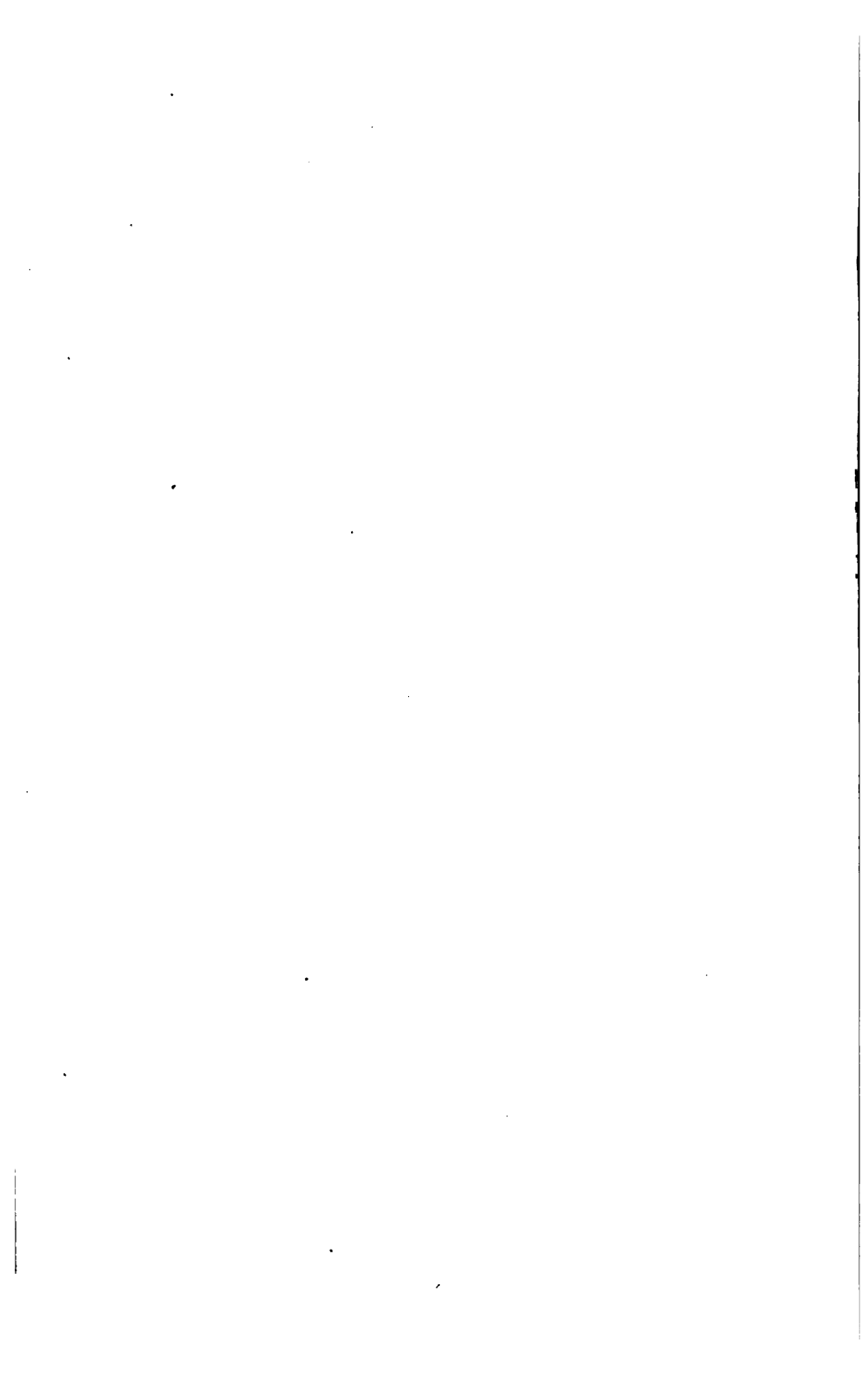
MANUAL OF EDUCATION
—
IN
CHOSŌN

1920

SEOUL, CHOSŌN, JAPAN.



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THE GOVERNMENT GENERAL OF CHosen

Korea • BUREAU OF EDUCATION

MANUAL OF EDUCATION

IN

CHosen

1920

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PREFACE.

This pamphlet gives the outline of the history and present condition of the education in Chosen.

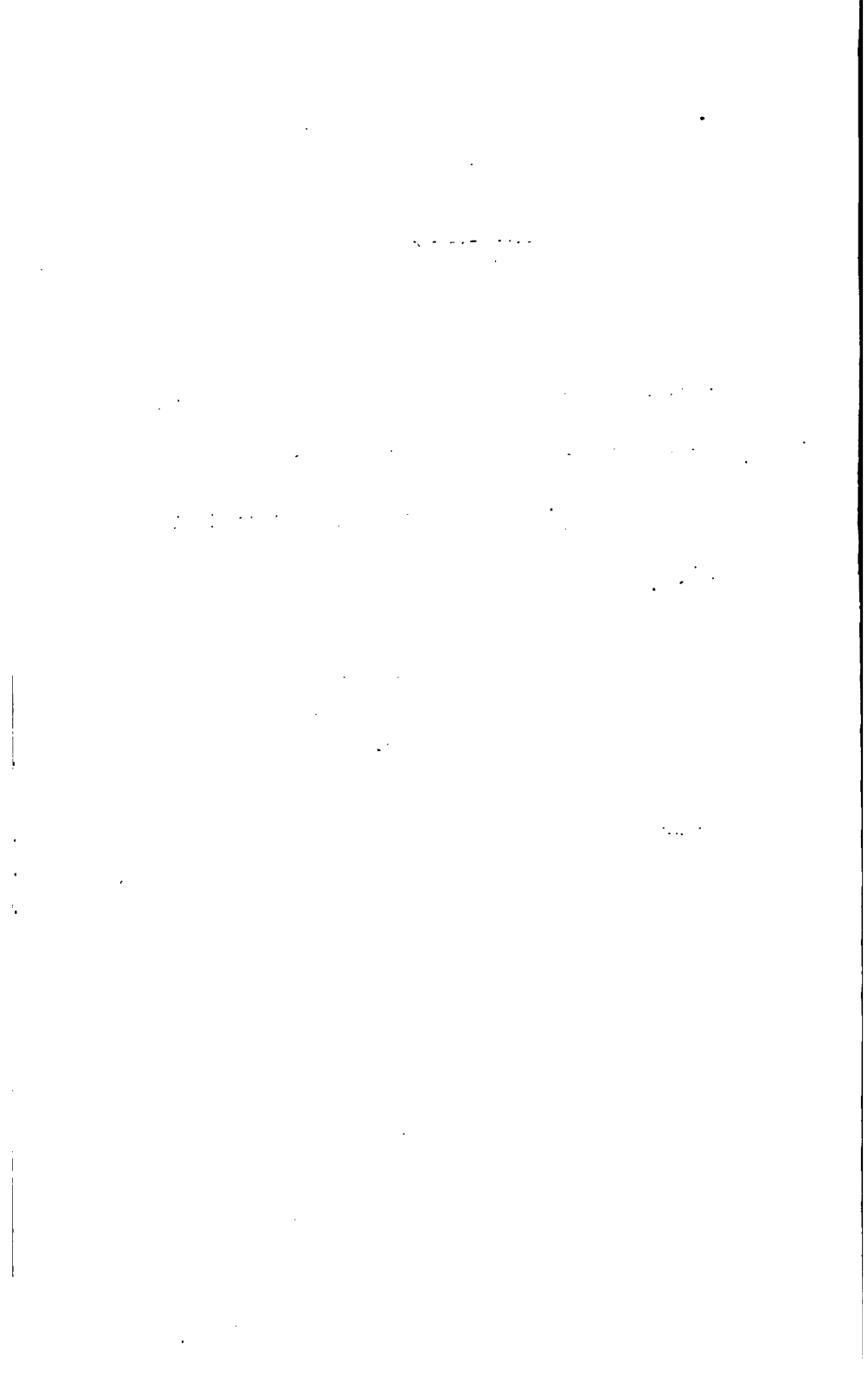
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**BUREAU OF EDUCATION,
GOVERNMENT-GENERAL
OF CHOSEN.**

March, 1920.

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INTRODUCTION.

The educational system in Chosen is divided into two, the one controlling the education of Japanese, and the other of Koreans. The fundamental policy pursued with regard to the education of Koreans is the same as that pursued with regard to the education of Japanese, and has as its aim the attainment of the object enunciated in the Imperial Rescript on Education and the bringing up of loyal subjects. The trend of the times as well as the standard of knowledge of the people in Chosen, however, do not as yet allow education to be given to Koreans in common with Japanese, necessitating the existence of the two educational systems mentioned above. The Imperial Rescript on Education promulgated in Japan in 1890, was specially granted to the Governor-General of Chosen on October 24, 1911. Accordingly, the Government-General prepared copies of it, and distributed them to schools engaged in the education of Japanese as well as Koreans. At the same time, the Government-General distributed to these schools the "Commentary on the Imperial Rescript on Education" written by Dr. Y. Shigeno, and also compiled and distributed a collection of notes concerning the interpretation of the Rescript, so that they might be made the basis of the interpretation of it by teachers.

As for the education of Japanese in Chosen, endeavours have been made as far as possible to maintain connection with the Educational Office at home, with regard to school regulations, and other rules. There are, how-

ever, circumstances peculiar to Chosen, so the Government-General has specially taken the trouble to point out matters to which special attention shall be paid, so that the education given in Chosen may not only be free from the evil influence of the times, but be such as to help in bringing about the assimilation of the Koreans. (of Part II). With regard to the education of Koreans, the principal object has been enunciated by the Chosen Educational Ordinance, while school regulations, organic regulations and other necessary regulations thereof, concerning common education, higher common education, industrial education and special education to be given to Koreans, have been determined, so as to prepare for the enforcement of education in Chosen.

The attainment of the desired result, however, depends upon the character of the teachers directly responsible for the enforcement of education, and is scarcely to be hoped for without sincerity and endeavour on their part. Accordingly, the Government-General promulgated on January 4, 1916 Rules for Teachers and laid down matters for their daily observance, so as to help them to attain the object in education (cf Appendix No. 1.).

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Vol. I. EDUCATION OF KOREANS.

CHAPTER I. BRIEF HISTORY.

Section I. Education Prior to Annexation.

The educational policy as pursued by the Korean Government under the guidance of the Residency General laid the greatest stress on the spread of common education. Next to it, industrial education was encouraged. Normal education, higher common education as well as special education along certain lines were also taken in hand. Thus in 1906 when the former educational system was thoroughly reformed, Ordinances as well as Detailed Regulations for the establishment of Common School, Normal School, Higher School, Foreign Language School, Girls' Higher School and Industrial School were issued, as was also subsequently the Ordinance for Private Schools. By virtue of this reform, Government and Public Common Schools were founded one after another in Seoul and other provincial capitals and important centres. In Seoul a school for the study of Chinese classics, Law School, Normal School, Higher School, Foreign Language School and Girls' Higher School were established at Government expense and in Pyongyang a Government Girls' Higher School, while at Fusan, Chemulpo and a few other places of importance, Public Industrial Schools were founded. All these institutions were extended and improved year after

year, gradually gaining in popularity and winning the confidence of the Korean public. In this way, the education of Koreans was carried on until the time of the Annexation. It may be added that all the schools above referred to were under the control of the Educational Department of the former Korean Government. Besides them there existed an Agricultural and Dendrological School at Suwon, a Medical School attached to the Taihan Hospital in Seoul and Technical Training Station in Seoul, all being well equipped and giving good results.

The following table shows in outline the condition of educational work as carried on by the Educational Department of the former Korean Government since reform was introduced into the educational system in 1906 until the annexation in 1910:—

Description of School	1906	1907	1908	1909	1910
Common School... ..	Government 9 Public 13	9 41	9 89	9 92	1 100
Law School... ..	Government 1	1	1	1	1
Normal School	1	1	1	1	1
Higher School	Government 1	1	2	2	2
Foreign Language School..	Government 7	7	3	1	1
Girls' Higher School.. ...				Government 1	1
Industrial School.				Government 1 Public 3	1 14
Supplementary Industrial School					Public 4

REMARKS:—

Private schools are not mentioned in the above table. Also Public Common Schools of minor class are excluded, though Common Schools subsidized by the Government by special appointment are included under the head of Common Schools.

Section II. Education After Annexation.

When Korea was annexed by Japan in August, 1910, Viscount Terauchi, the Resident-General at that time, issued a proclamation to the Korean people giving in outline the policy of the new regime. In it, His Excellency said with regard to education:—

“The object of education is to promote the intellect of young people and enhance their moral character, so that they may become able to govern themselves and their homes. But hitherto many young men of this country have been led by the erroneous method of education pursued to dislike work and indulge in useless and empty talk. In future, attention should be paid to the removal of this evil as well as to instilling in the minds of young men the detestation of idleness and the love of real work, thrift and diligence.”

The essential aim of the education of Koreans will be clearly seen from the above question. It may be said by the way that though in October of the same year Organic Regulations for the Government-General of Chosen were issued resulting in a thorough reform of all the administrative organs and the inauguration of a new order of things, little was done with regard to the educational system for the time being. This was in consideration of the educational system being a question of the first importance requiring a most thorough and careful investigation, so that it might be amended in such a way as would suit the requirements of times to come. For this reason, its reform was not undertaken at once, but the old system allowed to remain in force, it being decided that it should be amended according to the

needs of the times.

The annexation of Korea by Japan was carried out amidst profound peace and good order, and no hitch whatever was encountered by the authorities in enforcing their administrative measures. As a matter of fact, on the occasion of the annexation, the trend of the Korean popular mind *vis-a-vis* the new regime was very closely watched by many people at home and abroad. With regard to the popular idea concerning the educational policy to be pursued by the new regime especially, many entertained grave misgivings, as it directly concerned the minds of the Korean people. Happily, little or no adverse effect was witnessed on account of the inauguration of the new regime in the condition of Public Common Schools in the interior, and the authorities concerned were able to pursue their work steadily in all these schools. The following table shows the condition in Government and public schools just prior to and after the annexation :—

School.	Number of school.	Number of Students Prior to and After Annexation.		
		July (prior)	September (When it was carried out)	December (after)
Law School (in Seoul) ...	1	154	183	154
Government Hansong Normal School (in Seoul)	1	280	252	251
Government Hansong High School (in Seoul)...	1	275	217	183
Government Pyongyang High School	1	117	126	72
Government Hansong Foreign Language School (in Seoul)..	1	471	446	344
Government Hansong Girls' High School ...	1	212	213	185
Total	6	1,509	1,437	1,189
Government Common School.	1	262	250	230
Public Common School ...	100	16,386	15,794	15,116
Total	101	16,648	16,044	15,346
Grand total	107	18,157	16,294	15,576

REMARKS:—

The government Common School was one attached to the Normal School.

Fifty-nine Common Schools subsidized by the Government by special appointment are included in Common Schools mentioned in the above table.

The Annexation took place in August, 1910. The schools were then closed for the summer vacation, so that the number of students for that time is represented by the number at the end of September.

After the annexation, while on the one hand the investigation and study of educational systems was carried out, on the other the completion of equipments of various educa-

tional organs was undertaken. Of these the most notable advance was made in the extension and increase of Public Common Schools. On the occasion of the annexation, H. M. the late Emperor of Japan gave to the people of Chosen more than seventeen million *yen* to be used as a fund for giving work to Koreans and promoting education as well as for relieving sufferers in time of famine and other disasters and extending help to the aged poor and other helpless people. It was decided that three-tenths of the interest on the fund should be devoted to the promotion of education, particularly common education. So steps were at once taken in consultation with the provincial authorities for increasing Public Common Schools by using the money referred to as a nucleus fund thereto subsidies from the National Treasury and Provincial funds as well as incomes from properties belonging to defunct village schools. In this way, in 1911, one hundred and thirty-four new Public Common Schools were established, making the total number of the schools 234 throughout Chosen.

In the meantime a new educational system was carefully prepared and in August, 1911, the Chosen Educational Ordinance was promulgated, followed by the promulgation in October of various laws and regulations thereanent. All these were put in force on November 1. On the occasion of the promulgation of the Educational Ordinance, Count Terauchi, the Governor-General, specially issued a proclamation and instruction in order that the spirit of the law might be thoroughly understood by the people at large and no error be committed by the authorities concerned in carrying it out. The establishment, reform or abolition of various

educational organs, appointments of officials and other measures taken in accordance with the new Ordinance were carried out without a hitch. In short, educational work has been making steady progress. In 1912, one hundred and seven more Public Common Schools were established. At the end of May, 1918, Chosen has ten Government Schools, consisting of four Special Schools, four High Schools, two Girls' High Schools as well as twenty Public Industrial Schools, sixty-seven Elementary Public Industrial Schools and four hundred and sixty-two Public Common Schools. The trend of the popular mind towards all these institutions is excellent. The number of students attending them has been increasing steadily everywhere, and their moral influence in bettering the spiritual condition of the people is great. Altogether the general result of the educational work is excellent.

CHAPTER II

EDUCATIONAL ADMINISTRATION.

Section I. Gist of Chosen Educational Ordinance.

✓ [After a thorough and careful investigation and study since the annexation, the educational system of Chosen was adopted and as mentioned in the above in August, 1911 the Chosen Educational Ordinance (§ Appendix No. I) was enacted and promulgated by Imperial Ordinance No. 229, followed by the promulgation in October of the same year of Regulations for Common Schools, High Schools, Girls' High Schools, Industrial Schools and Private Schools, as well as of various laws and regulations concerning official organizations of schools and other educational subjects. All these laws and regulations were enforced on November 1. of the same year.

The general plan of the Chosen Educational Ordinance is shown in the following seven articles of Chapter I. of the Ordinance :—

Art. I. Education for Koreans in Chosen shall be given in accordance with this ordinance.

Art. II. The essential principle of education in Chosen shall be the making of loyal and good subjects by giving instruction on the basis of the Imperial Rescript concerning Education.

Art. III. Education in Chosen shall be adapted to the need of the times and the Condition of the people.

Art. IV. Education in Chosen is roughly classified into three kinds, i. e. common, industrial and special education.

Art. V. Common education shall aim at imparting common knowledge and art, special attention being paid to the engendering of national characteristics and the spread of the national language.

Art. VI. Industrial education shall aim at imparting knowledge and art concerning agriculture, commerce, technical industry and so forth.

Art. VII. Special education shall aim at imparting knowledge and art of higher branches of science and art.

The general plan of the new educational system in Chosen is as above. In short, the essential principle of education in Chosen is the making of loyal and good subjects by giving such instruction on the basis of the Imperial Rescript concerning Education as will need of the times and the condition of the people. For this reason, one of the principal objects of the new educational system is to engender national characteristics and spread the knowledge of national language (Japanese), as well as to impart knowledge and art indispensable to practical daily life. It is also one of the principal objects of the system to simplify the connection of schools and their standard so as to meet the conditions of the people. All this is the policy pursued in fixing the status of schools regardless of their nature. In adopting the new educational system, special care was taken to simplify the organization and connection of schools, to avoid the evils of classified education and to shortening school terms. Particularly was special attention paid with regard to the subjects to be taught,

to make the instruction given practical, so what has been learned in school may be immediately utilized in actual life and estrangement from the actual need of the times be avoided.

On the occasion of the enforcement of the Chosen Educational Ordinance, the Governor-General of Chosen specially issued a proclamation with the view to defining the essence of his educational policy as well as that of the work to be carried out, so that the people in general might see the guiding spirit. The proclamation ran :—

“When I, at Imperial command, assumed, the direction of the government of Chosen last year, I began with the publication of the outlines of the administrative policy. I then gave instruction on the principle of education to be pursued. Now that the Educational Ordinance for Chosen has been promulgated and is to be enforced, I deem it necessary to elucidate once more the policy for education and the essential points of provisions thereanent, that they may be full understood.

“The fundamental principle of the education of the Empire is clearly set forth in the Educational Rescript granted many years ago by His Imperial Majesty. It stands unalterable in view of our State system and of our national history. The principle of education in Chosen too is found therein.

“Conditions in Chosen, it seems to me, are not yet wholly identical with the state of affairs of Japan. Thus it behoves education in Chosen to devote its energy particularly to the education of moral character and thorough propagation of the national language and there by inculcate the quality and character becoming a loyal subject of the Empire. If, on the contrary, it suffers empty speculation to be preferred to

practical action, diligence give way to indolence, and unstable and dissolute habits to supersede the beautiful virtues of decency and probity, then the proper object of education will not only be lost, but the personal careers of many will be spoilt and indirectly much damage done to the State. In enforcing education, therefore, all endeavour shall be made to secure the best fruits by adapting it to the times and to the standard of popular civilization.

“Education in Chosen is roughly divided into three kinds, namely common, industrial and special education. The proper object of common education rests in that children shall be taught in the national language, moral virtues inculcated, the acquisition of a personal character suitable to a member of our nation, and additionally to give such knowledge and art as are essential for the gaining of a livelihood. In the education of girls, special care shall be taken in nursing the virtues of chastity, fidelity and goodness. The industrial education shall have as its aim not only the training in knowledge and art required in the branches of industry concerned, but also undertake to accustom pupils to the habit of diligence. The special education is intended for the turning out of men proficient in the higher knowledge and art required in the various professions. It scarcely need be stated that education by private schools ought to be undertaken in accordance with the Law and Ordinance of the State and not be permitted to deviate from the fundamental principle underlying the Empire’s educational policy. Freedom of religion is assured to each and all. But as the educational administration of the Empire maintains, and has maintained from early times, the principle that the education of the people

shall independent of religion, all Government and Public schools and those schools whose curriculum is fixed by the Law and Ordinance of the Empire can not be allowed to enforce religious education or conduct any religious ceremonies. The functionaries concerned ought always to bear in mind the statement in the Proclamation and beware of being led into a wrong course.

“The welfare of Chosen incidental to the prosperity of the Empire must depend upon the education of later generations. The people in Chosen, therefore, should be made to perceive this fact and induced to educate their sons and daughters according to their means and status and thus place the latter on the high road to worthy and useful careers. In this way, I hope, the people in Chosen will be able to enjoy the blessings of the highly benevolent reign of his August Majesty, lead happy family life, contribute to the advancement of general civilization and discharge their duties as citizens of the Empire.”

The above proclamation by the Governor-General clearly indicates the principle of the Chosen Educational Ordinance, showing the course along which education should be conducted in the peninsula. The following extracts from a lecture delivered by Mr. Sekiya, Director of the Educational Bureau, on the occasion of the enforcement of the Ordinance further explains its spirit:—

“The Chosen Educational Ordinance has made explicit the principle of, and course to be taken in the education of Koreans and left no room for the general public to entertain doubt concerning it. In other words, it has shown that the course to be pursued in the education of Koreans is to bring

up good and loyal people in accordance with the purport of the Imperial Rescript concerning Education, aiming at giving such instruction as will meet the need of the times and the condition of the people. It need scarcely be said that the Imperial Rescript concerning Education defines the fundamental and infallible principle of education, showing the basis on which education in the Empire should stand. By giving this message, granted to the people of Japan, also to the people of Korea, His Majesty was pleased to declare that the education of Koreans should be similar in principle to that of Japanese. From this it is clear that His Majesty regards his new subjects in Chosen in the same light as Japanese. Charged with the administration of educational affairs in Chosen, as we are, we must do our best to respond to the Imperial wish by endeavouring to make of Koreans His Majesty's good and loyal subjects.

“Next to this, the chief object of the Chosen Educational Ordinance is the giving of such education as will meet the need of the times and the condition of the people. It goes without saying that by “the need of the times and the condition of the people” those of a certain given time under certain given circumstances are meant, and as such these will have to undergo changes according to changes of the times and of the condition of the people. In short, education must keep pace with the progress of the times. It follows that the carrying out of old-fashioned and conservative education is inconsistent with the making of a progressive people. At the same time, however, education must meet the condition of the people. It will not do to give too lofty and unpractical an education, for such education will make stu-

dents unfit for practical business and make them useless and unemployed men. It appears to me that in the educational field of Chosen there have existed two tendencies irreconcilably opposed to each other. The one is conservative and the other radical. Education such as is given in old fashioned village schools, where only the reading of Chinese classics is taught and no practical knowledge for daily use is given, comes under the former category. On the other hand, such education as is carried on in certain private schools, giving instruction in high sounding branches of knowledge with some very complicated curriculum and requiring long years to complete, belongs to the latter category. These two educational tendencies, in my opinion, should be gravely pondered by all those interested in the education of Koreans and wish well for their rising generation. The aim of the Chosen educational Ordinadce is to remove such evil and give Koreans education suited to their condition, so that their incomes may be increased and their welfare promoted. Accordingly, even at the risk of court adverse criticisms by people holding mistaken ideas concerning education, the Government-General dose not intend to carry on such education as in superficially fine, complete in form and system, but at variance with the need of the times and the condition of the people. To explain further by an illustration, it is unpardonable for a step-mother to treat her step-children cruelly, but she would be neglecting her duty as a mother were she afraid of the criticisms of her neighbours and acquaintances, to leave them to do as they please and neglect to train and discipline them in a right way. She should at times reprimand and punish them should they err in their conduct. With regard to the

education of Koreans, the Government-General of course does not intend to take the attitude of an unfeeling step-mother ill-treating her step-children, but at the time does not contemplate following the example of a weak step-mother, who, afraid of criticism, spoils her step-children. It is the intention and hope of the Government-General to guide the Koreans with the true love and sincerity of a wise parent, so that their welfare may be promoted and they may achieve a vigorous and healthy development.

“The above remark shows the spirit and principle of the Chosen Educational Ordinance. It is to be earnestly hoped that all schools in Chosen, Government or private, will give education in accordance with it and bring up good and loyal citizens, while on the part of officials concerned in education, it is desired that they will exert themselves to the utmost in order to help them achieve success. Education is really the fundamental factor in determining the fate of a State. If error is committed in carrying it out, its evil effect will not be easily eradicated. Those interested in the educational work in Chosen should seriously consider the shortcoming of education existent for long in this peninsula and loving the Korean people and considering their future welfare should fulfil their duty with sincerity and earnestness.”

Further an instruction given in August, 1911, by Mr. I. Yamagata, Administrative Superintendent of Chosen, to an assembly of Japanese head-teachers of Common Schools for Korean children will serve to show the main idea of the authorities not only primary education but general education of Koreans. It ran in effect as follows:—

“Koreans are the beloved subjects of His Majesty the

Emperor of Japan. It goes without saying, then, that the education of Koreans must have the same and common object as the education of Japanese, the object being to turn them out good and loyal subjects of His Majesty. Your attention is earnestly called to the fact that in carrying out the education of a people whose history and customs are different from ours special care is needed, and the attempt to obtain results hastily, greatly to be avoided. Since you will engage in the education of Koreans, I hope you will endeavour to make yourselves familiar with the conditions and customs of the localities to which you will be assigned and should you find any good and commendable customs among them, I hope you will esteem them and teach the people to preserve them; but with regard to bad and harmful customs it behoves you to put forth efforts to root them out gradually. You must also treat your pupils with love and kindness as well as become good friends of their parent and elders. You must place yourselves in the position of the father of those school children and the teacher of the local people. By thus devoting yourselves to the cause of the education of Koreans, I hope your efforts will at last be rewarded by the satisfaction of seeing education in your localities quite improved and innovated.

“The most urgent step to be taken with regard to present day Chosen is to relieve the people from the poverty in which they find themselves deeply involved and give them the means of a respectable livelihood. Under the circumstances, the education of Korean children must have, as its main aim, the stamping out of idle and frivolous customs, hitherto existent among Koreans, and replacing such with

healthy and industrial habits, so that an industrious and steady people with healthy ideas may be brought up. I hope you will not forget that your duty is to turn out young men with ability to meet requirements of the present world, and to do this, you must pay special attention to the trend of the times and the real condition of the people.

“With regard to education in Chosen, the Chosen Educational Ordinance has just been promulgated and the work is about to be steadily carried out. But things are still in their infancy with regard to the educational affairs of the peninsula and this makes your responsibilities heavy. Do not be hasty in forcing results; endeavour to carry out your duties with the utmost patience and perseverance.”

Section II. Outline of the Educational System.

Three kinds of education have been provided in the new educational system for Chosen, these being common, industrial and special. Common education concerns the education of Korean children in general, having as its aim not only the development of their intellect and ability, but also the fostering of national characteristics as well as the spread of the national language (Japanese) among them. For this purpose, Common Schools, High Schools and Girls' High Schools are established. With regard to the training of teachers for these schools, in view of educational and economical convenience, no independent school is established, but a normal course and a short course for training teachers are instituted in Government High Schools, and Government Girls' High Schools, in which the teachers are trained.

For the time being, however, on account of the urgent need of having a number of trained teachers, a temporary school for training teachers is established in the Government High School in Seoul. Industrial education means the education to be given to those desiring to encourage in agriculture, commerce, technical industry and so forth. It is designed to give simple and practical knowledge and art, so that the pupils studying in them may apply their knowledge immediately to practical use. For this purpose, Agricultural, Commercial, Technical and Elementary Industrial Schools are established. Special education aims at giving knowledge and art in higher subjects and at bringing up efficient specialists. It is intended that in order to attain this object, special schools teaching law, economy, medicine, commerce, agriculture, technical industry and so forth are to be gradually increased. At present four Government special schools are in existence, *vis.* the Keijo Special School of Law and Economy, the Keijo Special School of Medicine, the Keijo Special School of Technical Industry and the Suigen Special School of Agricultural and Forestry.

Section III. Institution of Educational Organs.

Following the enforcement of the new educational system on November 1, 1911, educational organs hitherto in existence were either reformed or abolished. As already said, the educational system in vogue prior to annexation was left intact for some time even after the great event, lest any sudden change in it might cause popular uneasiness. As, however, it was instituted by the former Korean Government,

there was of course great necessity to reform it in order to suit it to the new condition which was ushered in with the annexation.

This reform was not hastily undertaken, but effected with deliberation and care so as to meet the requirements of the times and the condition of the people.

In the old educational system, common education was made the basis, the best effort having been put forth to spread it among the people. Next to it, industrial education was encouraged and some special education was also given. As educational organs each province had public Common Schools and Industrial Schools, while in Seoul there were in existence Song Giun Gwan or a school for the study of Chinese classics, a Law School, a Normal School, a Foreign Language School and a Girls' Higher School, also established by the Government, and in Pyonyang a High School, also established by the Government. In the new educational system Common Schools, though retaining the same name as before, were reformed in their essential aim as well as in their curriculum and great efforts have been put forth to complete and increase their institution. As organs for giving higher common education, High Schools and Girls' High Schools were established in place of the old Hansong (Seoul) High School, Pyongyang High School and Hansong (Seoul) Girls' High School. The Law School was abolished and the Seoul Special School established instead. As for the Foreign Language School, in view of the small necessity there was for its special establishment in the present condition of the people, it was abolished and its students were transferred to the High School. The Hansong

(Seoul) Normal School was also abolished and in its place a rapid course for training teachers was instituted in the High Schools at Seoul and Pyongyang and a Temporary Institute for Training Teachers was also established as an affiliated institution to the Seoul High School. Industrial Schools were retained and improvements introduced and as regards former supplementary industrial schools, their affiliation to Public Common Schools and other schools after being converted into elementary industrial schools was encouraged. Finally the old Song Giun Gwan was abolished along with the institution of the Keigaku-In in September, 1911, and ceased to exist as a school, but the study of Chinese classics and Confucianism is continued by the Keigaku-In with a view to helping the moral advancement of the people in general.

The following table shows the number of Government and Public Schools existing at the time of annexation, the time of enforcement of the Educational Ordinance, and at present:—

Name of School.	No. of school at the time of annexation.	No. of school	No. of school at the time of enforcement of Chosen Educational Ordinance.	No. of school on May 1918
Song Giun Gwan ...	Government 1			
Law School... ..	.. 1	Seoul Special Law School	Government 1	
Normal School ...	.. 1	Special School		Government 4
High School... ..	.. 1	Temporary Training Institution for Teachers	1 (Attached to the High School)	.. 1
Foreign Language School... ..	.. 1	High School	Government 1	.. 4
Girls' High School... ..	.. 1			
Industrial School...	.. 1 Public 14	Girls' High School	.. 1	.. 2
Supplementary In- dustrial School...	.. 4 Government 1	Industrial School	Public 14	Public 20
Common School...	Public 100	Elementary Industrial School	.. 16	.. 67
		Common School	Government 2 Public 234	Government 2 Public 462
Total	138	Total	Total 273	Total 562

CHAPTER III.

COMMON EDUCATION.

Section I. Common Schools.

I. History of Common Schools.

The first ordinance ever promulgated in Korea with regard to primary education opening the way for the establishment of primary schools was one issued in 1895. It was modelled in general after the same ordinance of Japan and though it looked very fine in form it did not suit the condition of the people of that time. Many schools established in different provinces by virtue of the ordinance either by the Government or by the public were scarcely any better in their usefulness and equipment than the old-fashioned village schools. In consequence, when, in 1906, the Korean Government reformed its educational system, it paid its great attention to the reform of primary education and undertook the work before all others. In consideration of the financial state of the Government as well as of the condition of the people, it was impossible to make primary education compulsory. So with a view to improving the tendency of general education by showing model schools, in which standard education should be given, the Government promulgated in August of the same year an Ordinance concerning Common Schools and Regulations for enforcing it, and in the course of the same year established a Government Common School in Seoul and caused the establishment of a Public Common

School in each provincial capital. New schools were established year after year, until in 1909 there were nine Government and fifty-one Common Schools throughout Chosen. In all these schools the Principals were Koreans, but the Headmasters were Japanese, who assisted the Korean Principals in the training of pupils and management of the schools. As for the expenses of these schools, in the Government schools all the expenses were defrayed by the State Treasury, while in the public schools, though their expenses were to be borne by provinces, prefectures and districts having these schools, owing to lack of funds, the expenses needed for their establishment, salaries and travelling expenses of faculties, and all the other expenses were nearly all met by the Treasury.

As just said, as the management of Public Common Schools was almost entirely conducted at Government expense an increased establishment of these schools was very difficult on account of financial stress. So the former Korean Government formed a plan in 1909 for spreading common education among the Koreans. The plan referred to was to subsidize Public Common Schools of inferior class and private schools existing in suitable places and having fairly good equipments as well as means of maintenance and let those schools perform the function of Common Schools. The subsidies given to such schools were paid as salaries to Japanese and Korean teachers appointed by the Educational Department, one each to each school. As for the other expenses of the schools, these were left to be defrayed by the schools. In this way, 40 schools were established in 1909 and 1910. These schools were classed as common schools subsidized by special appointment, and given the same trea-

ment as the public common schools above-mentioned.

Thus, the arrangements for the establishment of common schools were steadily pushed through, and gradually brought the people to approve them, and up to the time of annexation 100 common schools has been established. Among other schools, the greatest progress was made in public common school after annexation, for, as above mentioned, the method of their maintenance was securely established with the interest on the Imperial grant as the nucleus, together with subsidies from the State Treasury and local revenue, and the income from properties belonging to old district Schools. After annexation, more than 360 public common schools were established, radically modifying the form and spirit of common schools, and enabling them to become the centre of diffusing influence to the surroundings.

II. Principle of Common School Education.

The principle of education carried out by Common Schools is defined by the Chosen Educational Ordinance and the curriculum, organization and so forth are fixed by Regulations concerning Common Schools. An instruction issued by the Government-General concerning the enforcement of the Chosen Educational Ordinance gives clear explanation, among other things, of the principle of Common School education. The followings are extracts from it :—

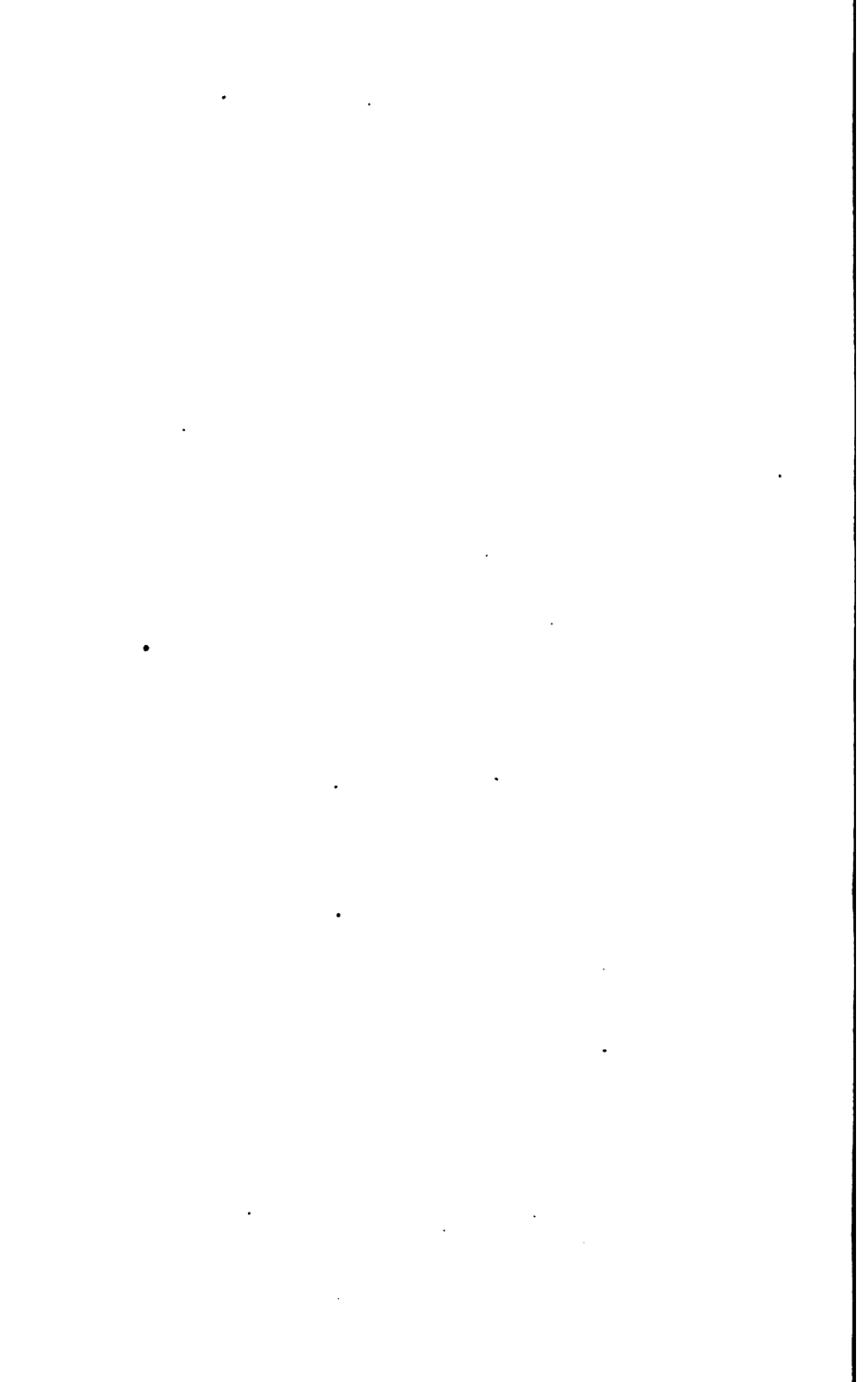
“A Common School is an institution in which primary education is given. Paying attention to the proper development of the bodies of children, it shall aim at teaching them national language and giving moral education to them, so that national characteristics may be cultivated and at impart-



A Common School for boys.



A Common School or Girls.



ing common knowledge and art necessary for daily life.

"The period of study for a Common school shall be four years, but it may be shortened to three years in consideration of local conditions. Children eligible for admission to a Common school shall be not less than eight years of age.

"In order to attain its principal aim a Common School shall lay special stress on the teaching of reading, writing and arithmetic. Morals, the national language, Korean language and Chinese literature and arithmetic shall be subjects of study necessarily taught. In consideration of local conditions, however, science, singing, physical exercises, drawing, manual work, sewing and handcraft, elementary agriculture and commerce may be dispensed with for the time being. Of all these the national language, being not only necessary for the cultivation of national characteristics but indispensable for imparting knowledge and art necessary for daily life, shall be taught with a view to making its knowledge helpful to daily life, taking material indiscriminately from each subjects as morals, history, geography, science, industry, household affairs and so forth. Science may be dispensed with for the time being in consideration of local conditions, but it shall be taught as far as circumstances permit and children should be made to understand how to apply practically their knowledge of it for the advancement of their own as well as for the public interests. As for drawing, manual work, sewing and handcraft, elementary agriculture and so forth, these should be taught correspondingly to the natural propensities of boys and girls with a view to enabling them to acquire useful ability and art as well as the love of work and the habit of diligence. In a school in which agriculture is taught, practic-

al lessons in the art of agriculture should be given by utilizing lands belonging to the school. In case manual work is taught material produced in the locality should be chosen and the pupils be taught how to use it to advantage, thereby adapting its teaching to practical daily life. With regard to drawing and other subjects of study referred to above the number of hours allotted to them is not fixed. This should be understood as coming from the desire to give schools the liberty to fix them properly and effectively in compliance with the needs of local conditions.

“In short a Common School is not necessarily an institution in which preparatory education for a higher school is given. It is an institution aiming at giving such education as will immediately help the cultivation of moral character and the pursuit of daily life. For this reason, those concerned, especially teachers, should not be content with teaching what is given in text-books, but should endeavour to attain the aforesaid aim in its fullness by remembering the rules for teaching and carrying them out in an effective way.”

The above extract gives the fundamental principle of the education in Common Schools. As compared with the principle laid out for Common Schools in the educational system of the former Korean Government, it differs in that it defines as the object of these schools the cultivation of national characteristics as well as the spread of the national language. It also differs from the old system in that the period of study may be shortened in consideration of local conditions and that the course has been simplified. Accordingly it has been so regulated that special stress shall be laid on the teaching of reading, writing and arithmetic. History and geography

are not specially mentioned in the curriculum, but it has been provided that these shall be taught along with the teaching of the national language and Korean. It has also been provided that certain subjects other than those to be necessarily taught may be dispensed with according to local conditions. All these arrangements are made with the purpose of giving such education to Korean children as will meet the requirements of the times and the condition of the people. Again as a Common School is not an institution in which preparatory education for a higher school is given, but aims at giving Korean children general knowledge and common art in order to prepare them for their future life, the course of education in it has been fixed with the purpose of making the instruction given immediately applicable to practical life after graduation.

An extract from the instructive address by Mr. Sekiya Director of the Educational Bureau, at the summer class for head-teachers of common schools in August, 1911, will enable one to understand the principle of the common school education. It says :—

“The principle pursued in the education of Japanese and Koreans is to bring them up as loyal subjects in compliance with the purport of the Imperial Rescript on Education. In Chosen whose people has a different history and custome from Japan, edeavours to attain this object too rapidly may be followed with undesirable results, so it is required of you gradually but constantly to endeavour to instil in your pupils this spirit, in such degree as considered adequate, so that you will be able to reap the result of your instruction.

“Next, the essential point of education is to conduct it

along the same line as the standard of living of the people and the need of the times. It is equally as bad to give an education going far beyond the real social conditions as to give the old-fashioned education which is not suitable to the advanced social conditions, because education may only tend to produce people educated but unfit for employment. What is desired by education is the bringing up of practical people. With regard to the start of the pupils after graduation, therefore, it is necessary to direct them suitably, taking into consideration their economical capacity, physique and abilities. It will not always hold good to encourage them to enter schools of higher grade. The common school is not intended solely as a step up the educational ladder, and it must be borne in mind that it has its own object of education.

"In short, the object of the common school education is the bringing up of a sober, sound-minded and industrious people. The educational system shortly to be promulgated is drafted in accordance with this object, and it is required of you to bear this in mind and give education to your pupils accordingly.

"What is to be striven for in giving education to pupils, is to train them so as to foster in them the sober, sound industrial and self-made habit, as well as to encourage among them the liking for industry. Due to political evils hitherto in evidence, Koreans are apt to indulge themselves in vain theories and arguments, and to despise industry, and lack the industrial habit. Among other things, these traits are especially to be eradicated in view of the present condition of Chosen, so you are required to direct your pupils properly, making of yourselves an example, so that you may

be able to bring them up to be an industrious and economical peoples.

"The current of a new civilization, sometimes, tends to destroy old yet good customs. Educationalists are well advised to maintain and respect these good customs. In Chosen there are many good customs, such as the warm relations between teachers and students, and the observance of right order and respect by the younger toward the aged, etc. You are advised to make yourselves thoroughly acquainted with the customs of the locality where you are posted, and to maintain and respect such customs as are considered valuable.

Such being the course of education taken in Common Schools, the best efforts have been put forth by all those concerned to give Korean children attending them practical knowledge indispensable to daily life, besides fostering their moral character so as to make them good citizens. The love and respect of productive industry has been encouraged among them and for this purpose school farms and forests have been established. In short, in all Common Schools Korean children are now being taught in such a way that they may grow up hard-working, earnest and steady people. It is gratifying to see that good results are gradually being attained. Some extracts from a speech concerning the training of Korean children given by Mr. Usami, Director of the Internal Affairs Department, to an assembly of principals of Common Schools in April, 1912, may be quoted, as these further explain the points just referred to.

"One thing you should take care not to do in the teaching and training of Korean children is not to face them with the same idea as you would do when facing Japanese chil-

dren, because the situation and popular condition in Chosen are different from those at home. In teaching morals to Korean children, you should pay special attention and in defining items to be taught in this subject you should take into consideration the situation and popular conditions in Chosen. You should carefully avoid touching those subjects likely to give mistaken ideas to Koreans or to give birth to evil. You will understand clearly what I mean when you pay close and careful consideration to the situation and popular conditions in this peninsula. The same is also true with teaching of the national language. You have gained ripe experience in teaching this subject from your many years' educational work at home, but here in Chosen there is reason why the method of teaching pursued in Japan cannot be adopted in its entirety. Unless you are very attentive, you will reap but little result despite great labour. Also the cultivation in the minds of Korean children of esteem for productive industry is of the utmost necessity. In giving them lessons concerning it, you should use simple material within easy reach and avoid theoretical teaching but aim at practical utility, so that your pupils may obtain knowledge indispensable to their daily life."

III. Position of Common Schools.

Considered from its relation to other schools, a Common School is an independent school, having an educational aim of its own and is not a preparatory organ for higher schools. Considered from the general point of view of education, it is the centre of local education and the basis of various branches of education. Under these circumstances, since the time

when Common Schools were first founded it has been planned that each of these should become the centre of education in each locality, leading the local popular ideas in the right direction and giving exemplary education. Some noteworthy good result has been witnessed in the work of these schools in the course of time. The increased establishment of Common Schools after annexation was aimed at, besides the spread of common education, so as to make them instrumental in the elimination and amelioration of shortcomings of local education as well as in the enlightenment of the popular idea by making them educational central organs. The position of Common Schools being so important, great attention was paid to the selection of teachers, especially Japanese teachers of these schools, who are their guiding spirits. Under the former Korean Government, principals of these schools were Koreans and Japanese teachers were appointed as superintendent teachers. After the new Educational Ordinance was promulgated, however, the post of superintendent teachers was abolished and Japanese teachers were appointed as principals, so that they became the head of the schools in name and in reality. The most circumspect care was taken in the choice and distribution of competent men. The following extracts from instructions given by Mr. Usami, Director of the Internal Affairs Department to a temporary class of Principals of Common Schools in April, 1911, and Mr. Sekiya, Director of the Educational Bureau, to the same class in July of the same year respectively, define the position of Common Schools as well as the responsibility of principals of these schools:—

“... At the present time the centre of education of a

locality lies in the Common School of that locality. For this reason, it is your duty to complete the contents of your schools, spread the moral and educational influence of the schools among local people and assist in the success of the new regime. The Government-General regards Public Common Schools as one of the most important factors in attaining success in the administration of Chosen and expects a great deal from your successful management of the schools. Your duty and responsibility is thus very heavy and great. You should, therefore, first put forth your best efforts in completing the contents of your schools, and should you find time to spare, you should work for the guidance of private schools and old-fashioned village schools. The aim of a Common School is not to prepare pupils for higher education, but to turn out good and loyal citizens, who will be useful to society, able to engage in practical business, who are faithful, honest and diligent, not disliking hard work, and who are well versed in the national language (Japanese) and equipped with practical and useful knowledge and art. You should never forget that the aim of a Common School is not the giving of preparatory education to children but the making of them into good and loyal citizens" (Extracts from Mr. Usami's speech).

"Your moral and educational influence must spread over your locality, with your school as centre. The faculties of Common Schools, it need scarcely be said, should spare no pains in the management of their schools, but after they have perfected the contents of their schools, they should endeavour to exercise their good influence over people outside their schools. In recent days schools at home have been pay-

ing much attention to this work, but in Chosen there is more necessity for this work than in Japan. Among Japanese immigrants to Chosen, I regret to say, there are some bad elements whose acts are not commendable and who give bad impressions to their Korean neighbours impeding their moral uplifting. Under the circumstances, it is important that principals of Common Schools should behave themselves in a way befitting good Japanese, thereby showing good examples to the local people and exercising good moral influence over them. Foreign missionaries live at important local centres throughout the peninsula and are leaders in the spiritual affairs of the Korean people, attending with sympathy to their sorrows and consoling the sick. On the other hand, religious work by Japanese among Koreans is not in a very flourishing condition and in the leadership over the Korean people in fields other than the political and administrative Japanese are behind those foreign missionaries. So, I cannot but expect a great deal of you, as you are in a position to do much in the moral uplifting of the Korean people. Besides you, there are serving in the interior Japanese as police or district officials, but these men, being in positions to carry administrative measures, must show some authority in executing their duties and their attitude toward the Korean people cannot but be somewhat different from yours. You have this advantage over them in that you keep in touch with popular feeling and are in a position to be loved and respected by the parents and elders of your pupils. In Chosen the relation between teachers and pupils is of a very intimate kind and the respect shown to the former by the latter is such as is rarely seen in Japan. You have

thus both the position and qualification well suited to act as central figures in the moral enlightenment of your localities.

"I hope that, always bearing in mind this great responsibility, you will become moral leaders of your localities and exercise good influence over popular ideas. But I must call your attention to the fact that your duty and responsibility lie chiefly in your schools. Your schools are your headquarters and bases of operation. I can not approve of any school masters working for the promotion of local interests at the expense of school business, for that is neglecting what is of fundamental importance for what is of minor importance. You should above all things exert yourselves for the efficient management of your schools and leave nothing undone for the successful teaching and training of your pupils and then take up the work of teaching and leading their parents and elders. I know that the work I have referred to is fraught with manifold difficulties and cannot easily and promptly be accomplished. Nevertheless I believe that should you persevere you will be able to reap good results. Many of you have already achieved remarkable success, but there are among you those who have not as yet given equally excellent showing. I hope all of you will strive harder than ever for the cause of education" (Extracts from Mr. Sekiya's speech).

The position of a Common School is such as above mentioned. Since these schools were first founded, Japanese superintendent teachers and principals have had to fight their way through many obstacles and prejudices in

carrying on their work in compliance with the object defined for them. At first, due to misunderstanding and prejudice on the part of the Korean general public, the schools were not viewed favourably by them and much had to be done in removing the popular bias against the schools. The energy and patience of Japanese principals were also heavily taxed in connection with the training pupils, the guidance of their subordinates and the management of manifold other school affairs. Amidst all these problems claiming much of their time and labour, they held meetings of parents and elders of their pupils or gave exhibitions of work done in the class rooms and thus brought about some close relations between the schools and the homes of the pupils. In many cases, the principals called on local leaders to explain the real character of their schools, or led their pupils in labour in farm, gardens and forests attached to their schools so as instil in their minds by personal example the love of productive industry. Of late many Japanese school principals have established evening schools or popular lecture classes for grown-up people in order to spread the knowledge of the national language among them and guide their thoughts and ideas in the right direction. These efforts put forth by Japanese principals of Common Schools have generally borne good fruit and the popular idea towards them and their schools have remarkably improved. In certain localities, they are objects of great confidence and respect by local Koreans and their schools are really fountain heads of local moral culture. There is little doubt that along with the completion of equipments for and

the increase of Common Schools, some more excellent results will be gradually witnessed.

IV. Financial Management of Common Schools.

Public Common Schools, established by prefectures and districts, were in reality not financially supported by them, as they had no source of income for the purpose of establishment and maintenance. The schools were chiefly maintained by subsidies from the State Treasury, and partly by subsidies from local revenues, income from properties belonging to old district schools, monetary contributions by local people. After annexation, however, the schools were provided with secure means of maintenance, as it was decided that two-tenths of the interest on the extraordinary Imperial monetary grant, amounting to more than 17,000,000 *yen*, given to Chosen on the occasion of that memorable event, should be set aside for educational expenses, particularly for the expenditure of Common Schools. As the means of maintenance of these schools were assured in this way, in October, 1911, an Ordinance Concerning Expenditures of Public Common Schools as well as Regulations for Enforcing the Ordinance were promulgated, by which it was provided that the Public Common Schools should be empowered to possess properties. In the Ordinance above referred to the items of revenue of these schools were also defined and classified as part of the interest on the Imperial grant, revenue from properties belonging to old district schools, tuition fees, monetary contributions from the general public and subsidies from the State Treasury and local

revenue. It was further provided that should the amount derived from all these sources be found to be still insufficient to meet school expenditure, Koreans living in districts having such schools should be ordered to meet the balance. By the way, it may be mentioned that in only a few districts is the levying of this due enforced at present.

The chief sources of revenue of Public Common Schools are part of the interest on the Imperial grant and subsidies from the State Treasury and local revenue. At the present time, however, the amount of local revenue to be collected is not great so that most of the money needed in running Public Common Schools is supplied, besides part of the interest on the Imperial grant, by subsidies from the State Treasury. In 1918, the total expenditure of 460 Public Common Schools throughout Chosen amounted to about 1,835,000 *yen*. Of this sum more than 269,000 *yen* was met by the interest on the Imperial grant and more than 670,000 *yen* by subsidies from the State Treasury.

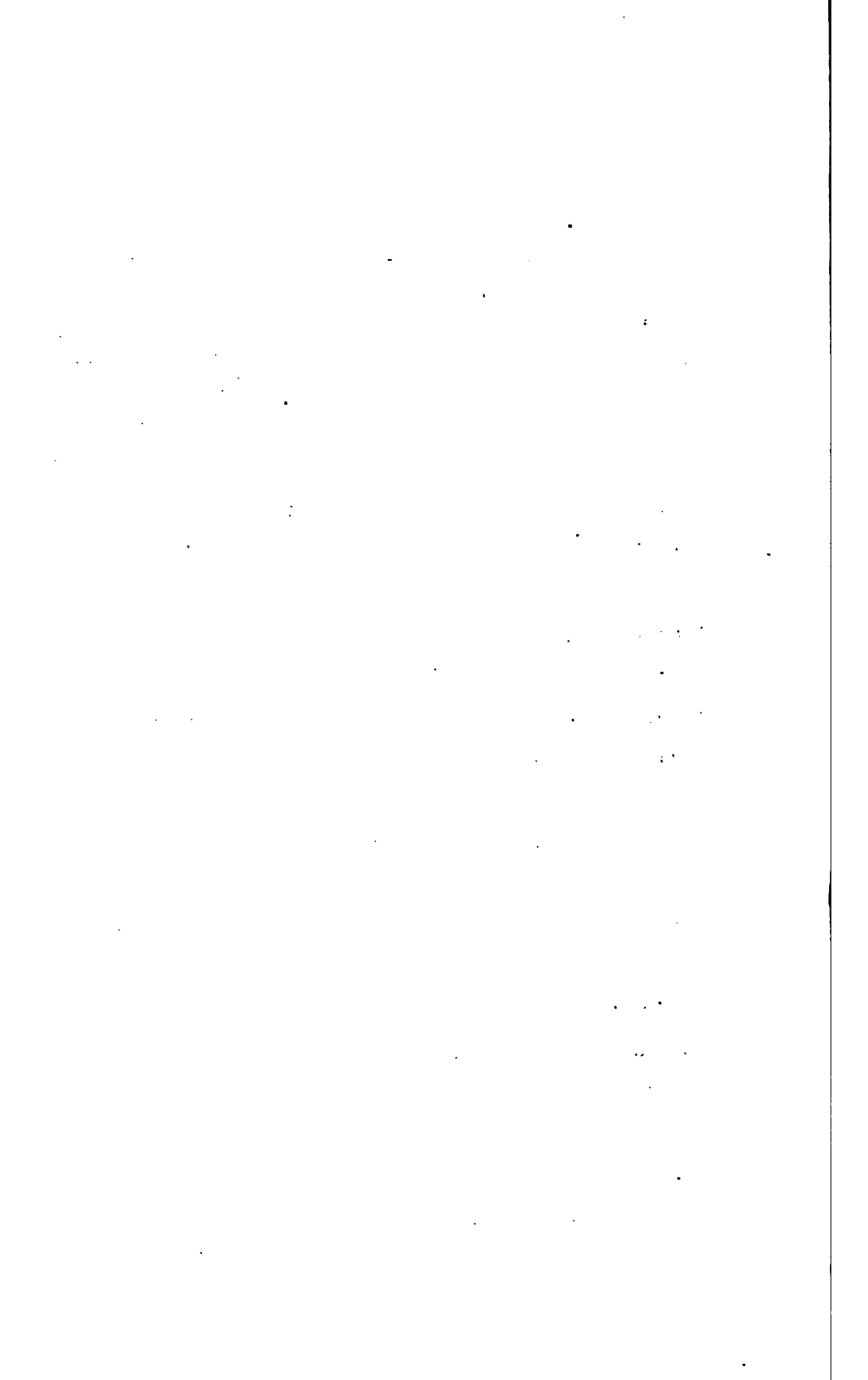
The chief source of revenue of Public Common Schools other than those already mentioned is the income from properties belonging to old district schools. These district schools were educational organs in local prefectures and districts in former times. They possessed temples dedicated to Confucius and class rooms in which Chinese classics were studied. These schools, however, ceased to be organs for learning along with the abolition of the system of civil appointments by examination in Chinese classics. Nevertheless they continued to exist as

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EXTRAORDINARY				
Subsidies from State Officers and cal revenues.	Contributions.	From other Sources.	Total.	Grand Total.
152,167	22,774	3,200	181,952	346,493
34,355	4,556	—	41,210	59,513
89,015	17,495	1,012	109,532	141,256
72,225	10,803	,874	93,784	137,552
62,680	18,678	4,922	99,459	171,174
82,921	10,424	1,160	103,569	158,773
63,679	3,243	—	76,890	130,725
68,112	15,769	1,008	89,761	121,556
92,563	25,025	887	121,832	168,390
104,912	18,774	—	131,675	183,166
67,140	3,130	62	72,127	98,320
53,794	7,468	12,256	76,190	103,922
97,152	357	—	104,873	114,836
1,047,720	157,496	25,451	1,302,854	1,835,676
863,305	50,246	13,269	978,912	1,369,725
601,835	32,491	4,443	687,149	1,261,919
502,469	40,617	1,330	599,122	1,150,661
474,740	31,905	—	573,634	1,111,450
416,974	38,459	—	516,748	1,004,096
385,341	30,376	4,536	486,840	911,956



V. Faculties of Common Schools.

The faculty of a Public Common School was fixed by Organic Regulations for Public Common Schools in Chosen. It is composed of a principal, and a number of teachers and assistant teachers. The principal is appointed from among the teachers. It is his duty to deal with school affairs under direction by the Prefect or District Magistrate of the locality in which his school stands and also to oversee his subordinates in the school. Teachers and assistant teachers are assigned the duty of educating pupils. Under the former system, besides these officials and Public Common School had a Japanese superintendent teacher, who was the leader of the school. This office, however, was abolished in the new system and the position of the principal of a school is given to a Japanese teacher. To the posts of teachers and assistant teachers Koreans are appointed. In some schools, which are comparatively well off, besides the principals, some Japanese teachers are employed. The faculties of Public Common Schools are treated as officials in the service of the Government, and are accorded, like those of other public schools, privileges given to Government officials. With regard to the appointment of Japanese teachers in Public Common Schools, as already stated, great attention is paid in the selection of competent men, their personality and past career being closely investigated before they are appointed. Since annexation it has been arranged that all newly appointed Japanese teachers should assemble at Seoul and attend a special lecture class before taking up their duty. In this class they are given lectures on the Korean language, history and geography of Korea, method

of teaching the national language (Japanese), laws and regulations concerning education, and some other subjects. Specialists are also invited to give lectures on the productive industry, economical conditions, hygienic conditions and so forth in Chosen. The class is necessarily a short term one, but it is aimed to give the teachers attending it as much as possible general ideas concerning the education and state of things in Chosen. Such a class was held in 1911 and 1912, having been attended by 223 teachers. In 1912, taking advantage of the summer vacation 122 Japanese teachers, who had already been engaged in their work in Chosen, were summoned to Seoul and given lectures above mentioned. Considering the satisfactory showing made in their work by all those teachers thus trained, it has been concluded that the result of these special lecture classes has been excellent and it is planned that this arrangement shall be continued.

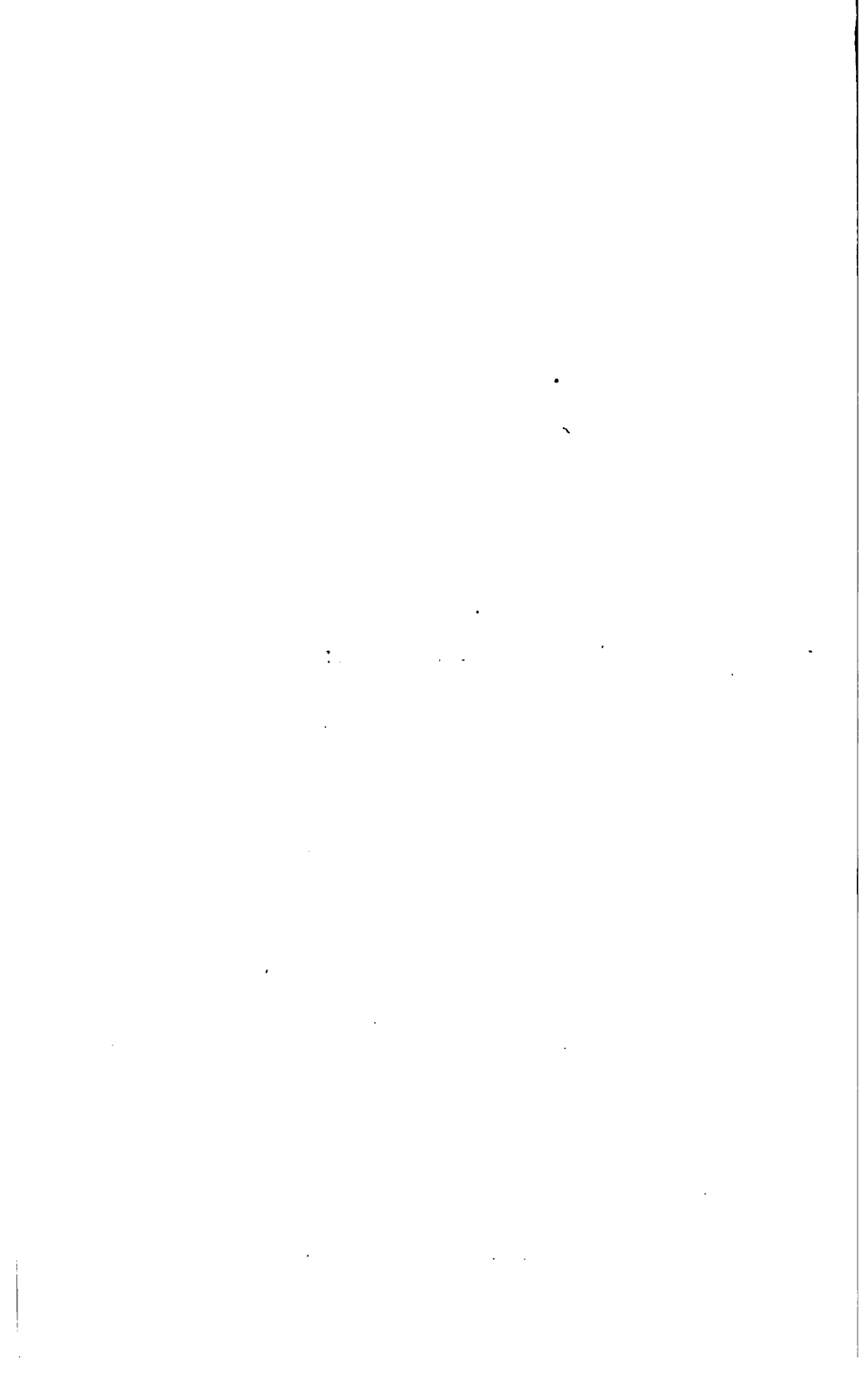
Japanese teachers in Public Common Schools have hitherto been mostly engaged from the mother country. As a result of the increase in the number of schools, however, it has been found more advisable to educate them in Chosen. The Regulations for the Temporary Institute for Training Common School Teachers were accordingly revised in March, 1913, and the B Course was established fixing the period of study at one year, and making graduates from middle schools or those having qualifications equal to or above them eligible for it. Since March, 1914, 154 graduates from the course have been appointed to the Provinces, while April 1918, 35 students were admitted for the sixth year of its establishment. With regard to Korean teachers, the Go-



An Old-fashioned village school.



A Mission School of Common Grade.



vernment Normal School has hitherto been made the training again, while a special class was attached thereto in accordance with necessity, and certificates for common school instructors were granted to those desiring to become such, either through examination or without examination as the case may be, so as to meet the deficiency in the number of qualified teachers. After the enforcement of the new educational system, short courses for teachers were instituted in the Higher Common Schools in Seoul and Pyongyang, and the Temporary Institute for Training Teachers in the Seoul Higher Common School by reorganizing the former Government Han-song Normal School. In spite of these measures being taken, the increase in the number of public common schools has necessitated the quick training of teachers, with the result that in 1912 fiscal year, an extraordinary summer school for teachers was held in Hamheung, and extraordinary short courses for teachers were instituted in the Higher Common Schools in Seoul and Pyongyang. The period of study was fixed at three months and those teachers educationally fitted to become common school teachers were admitted on recommendation by Provincial Governors, and given lessons in the necessary subjects. One hundred and forty-one persons completed the course, while 629 graduated from the Short Course for Teachers and the Temporary Institute for Training Teachers in the four years between 1912 and 1915 fiscal years inclusive. In addition to these, 226 graduated from the Normal Course during the five years from March, 1914 onward. All of them were appointed Teachers or Assistant Teachers and given positions in Public Common Schools

throughout the peninsula.

With regard to the guidance and the augmentation of knowledge of these teachers, much attention is always being paid. Besides Japanese teachers being instructed to exert themselves on their behalf, the annual summer vacation is made use of for giving lectures to them as well as to Korean teachers of private schools by causing every province to hold a special class for that purpose. Also in November, 1912, a temporary school of five months' duration was instituted in the Keijo (Seoul) Higher Common School for the benefit of Korean teachers of Common Schools. Sixty teachers recommended by Provincial Governors were admitted and given instruction in moral, the national language, arithmetic, pedagogy and gymnastics. Besides being paid their regular salaries during their attendance at the school, these teachers were given special allowances for paying their expenses connected with their sojourn in Seoul and those showing good results after finishing the course were promoted in position.

With regard to the question of languages, great encouragement is being given to Japanese teachers to study the Korean language and the same is done to Korean teachers so that they may strive to master the Japanese language. As the national language is taught in school generally as one of the most important subjects, Korean teachers know Japanese tolerably well and are able to act as interpreters to Japanese teachers. With regard to the knowledge of Korean by Japanese teachers although there are some who are well versed in the language, yet there is still left much to be desired. Accordingly great encouragement is being

given to them to study the language. The following extracts from speeches given by Mr. Usami, Director of the Internal Affairs Department, and Mr. Sekiya, Director of the Educational Bureau, to an assembly of Japanese teachers may show what idea is held by the higher authorities concerning this question:—

“Especially do I hope that you will study the Korean language with enthusiasm. You cannot be said to have succeeded in your work by merely enabling your Korean pupils to read and write, unless you make of them good and loyal citizens of the Empire. You will not be able to attain this object without being able to understand and speak Korean, so that you may know by direct contact the personalities of your pupils and exchange views with their elders and parents. The fact that the more hours are allotted in this special class for you to the study of Korean than any other subject has this idea in view. I hope that even after this class is closed you will pursue the study of the language and become able to speak it with fluency as soon as possible” (Extract from Mr. Usami’s speech).

“The study of the Korean language is most necessary in the execution of your duty, and is a thing which was encouraged among you by a special communication issued some time ago. There are some principals, who, despite their tenure of office for the past four or five years, are still unable to understand Korean. There are also some who say that they are too busily occupied in endeavouring to spread the knowledge of the national language to have time to study Korean. But ignorance of the Korean language cannot but cause much difficulty in teaching Japanese. Be-

sides, owing to it, you will not be able to educate and train Korean children as successfully as you wish and you will also find it impossible to guide and superintend Korean teachers in a thorough manner as well as communicate your ideas directly to the elders and parents of your pupils. In short, unless you know Korean you will find much inconvenience in attaining the real object of your work. It is in consideration of this that Korean has been made the chief subject of study in this class. I earnestly hope that, making the knowledge of the language you have obtained by attending this class the basis for further study, you will not neglect to pursue it and attain proficiency as soon as possible." (Extract from Mr. Sekiya's speech.)

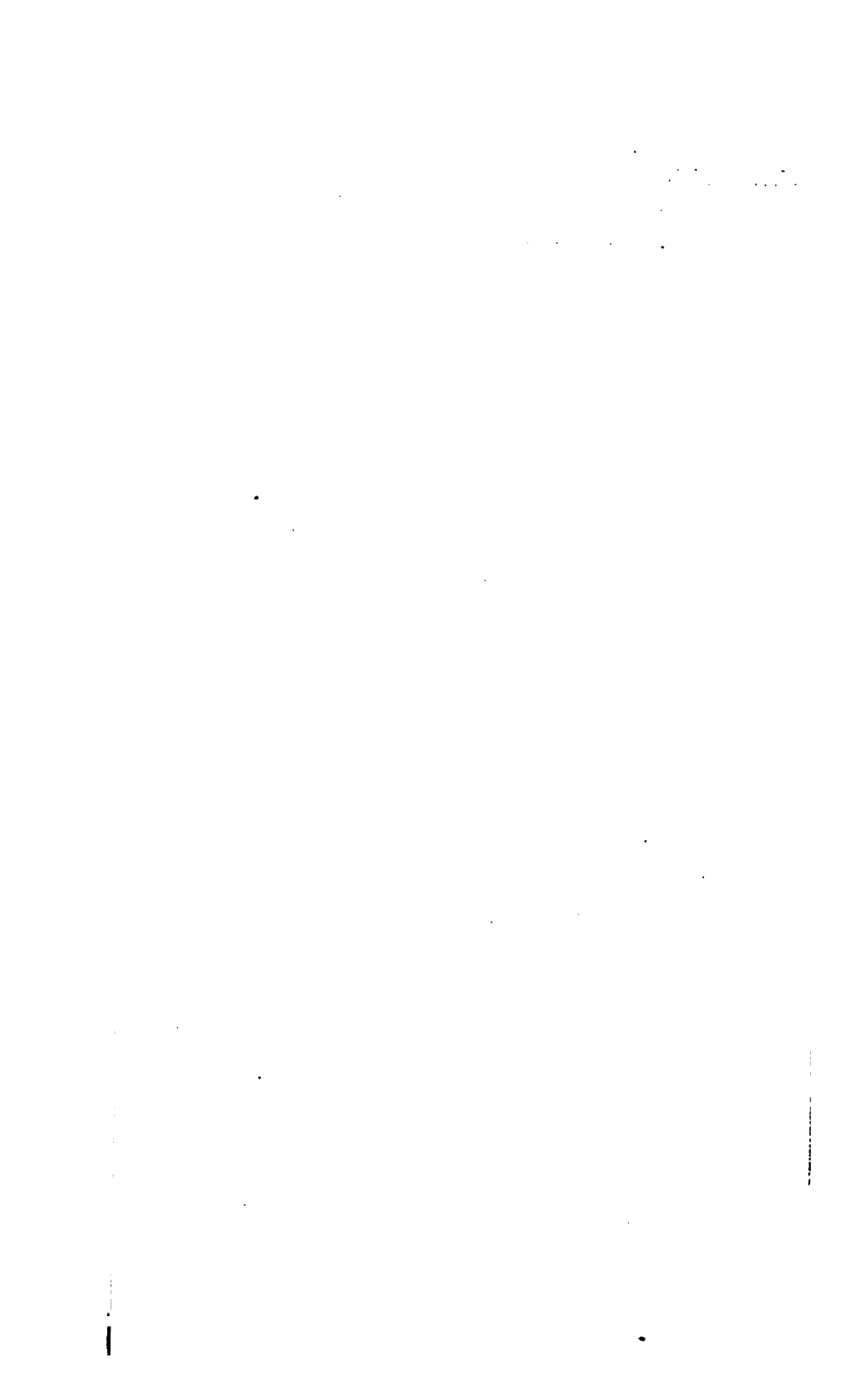
*VI. Present Condition of
Common Schools.*

There are at present May, 1918, throughout Chosen two Government, four hundred and sixty-two Public and twenty-six private Common Schools. The government Common schools are attached to the Keijo (Seoul) Higher Common school and Keijo Girl's Higher Common School. The Public Common Schools are established throughout the peninsula under conditions as already described. Private Common Schools numbered more than seventy until 1911, but those showing good results were converted into Public Common Schools, so that at present their number has become remarkably small. Recently, there is strong tendency for the rise of female education, there being at present seven Government and private common schools for girls. Besides, in addition to schools admitting girls under co-edu

cation system, 175 schools have attached to them special classes for girls. The number of girls receiving education in schools exceeds 15,000, and there is a prospect for further ascendancy in female education in Chosen. The following table shows general conditions of Common Schools, the figures being those for May 1918 :—

TABLE SHOWING CONDITION OF GOVERNMENT COMMON SCHOOLS.
(EXISTING AT THE END OF MAY 1918)

School	No. of Classes	No. of Teachers			No. of Pupils	Expenditures
		Japanese	Korean	Total		
The Common School attached to Seoul Higher Common School	8	Male 5 Female —	3	8	338	Included in the Expenditure for Seoul High School.
The Common School attached to Seoul Girls' Higher Common School	5	Male 2 Female 3	1	3	—	
		Male 3 Female 7	1	7	171	
Total (Two Schools)	13	Male 7 Female 3	4	11	338	
		Male 3 Female 7	1	7	171	
At the End of May, 1917 (Two Schools)	13	Male 7 Female 3	3	10	353	
		Male 3 Female 7	2	5	161	
" " " " 1916 " "	13	Male 7 Female 3	3	10	351	
" " " " 1915 " "	13	Male { 11 Female }	2	5	174	
" " " " 1914 " "	13	Male { 11 Female }	4	15	336	
" " " " April 1913 " "	10	Male { 9 Female }	4	13	160	
" " " " 1912 " "	10	Male { 13 Female }	10	23	319	
		Male { 11 Female }	4	15	165	
		Male { 9 Female }	4	13	280	
		Male { 13 Female }	10	23	161	
		Male { 13 Female }	10	23	269	
		Male { 13 Female }	10	23	138	



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TABLE SHOWING CONDITION OF PRIVATE COMMON SCHOOLS.
(EXISTING AT THE END OF MAY, 1918)

Provinces	No. of Schools	No. of Classes	No. of Teachers			No. of Pupils	Expenditure		
			Japanese	Korean	Total		Ordinary	Extraordinary	Total
Kyongki	5	Male 14 Female 12	6	24	30	418	5,518	472	5,990
North Chongchong	2	Male 5 Female 8	2	4	6	241	3,395	200	3,595
South "	4	Male 8 Female 2	3	8	11	338	3,019	1,358	4,377
North Kyonggang	1	Male 2 Female 12	1	2	3	51	1,187	—	1,187
South "	4	Male 12 Female 10	2	9	11	310	4,423	—	4,423
Whanghal	3	Male 10 Female 2	3	10	13	301	5,424	40	5,464
North Pyongan	1	Male 2 Female 10	1	3	4	92	1,724	—	1,724
South Hamkyong	4	Male 5 Female 68	2	12	14	331	4,739	4,251	8,990
North "	2	Male 5 Female 12	1	6	7	253	3,009	1,000	4,003
Total	26	Male 68 Female 59	21	78	99	2,335	32,442	7,321	39,763
At the End of May, 1917	20	Male 59 Female 45	18	56	74	1,805	19,009	1,553	20,562
" " " 1916	16	Male 45 Female 51	16	46	62	1,023	—	—	—
" " " 1915	16	Male 51 Female 61	15	58	73	1,227	—	—	—
" " " 1914	22	Male 61 Female 51	20	67	87	1,538	—	—	—
" " " April, 1913	18	Male 51 Female 71	10	57	67	1,223	—	—	—
" " " 1912	25	Male 71 Female 6	15	61	76	1,534	—	—	—

REMARKS: The number of teachers of these common schools include these holding additional poste.

About the time of the promulgation of Chosen Educational Ordinance, certain people, not understanding the object of the new Ordinance, or begoted *Yangban* or *literati*, circulated wild rumours or blindly echoed and followed other bigoted views and refused to send their children to public common schools. The earnest endeavours and good work exerted and done by common school Directors, schools authorities, and local officials, however, gradually secured their confidence, and Korean children desiring admittance to public common schools remarkably increased in number. The value of these graduates from public common schools has gradually become known to members of their family as well as to the outside people, while they are in possession of a knowledge of the national language of practical industry as well as the ability to put their learning to working use, and they act as a medium for making known the new ordinances or regulations or as a connecting link between the officials and the people. In this way, they have been successfully instrumental in directly making known to their elders and neighbours what the new education is, and in making themselves a nucleus for promoting friendly relations between the Japanese and Koreans and the forerunners for effecting the assimilation of the two peoples.

Section II. High Schools.

I. Object of the Schools.

The High School is an institute where higher common education is given to boys, and has as its object the cultivation of common sense, the bringing up of national charact-

eristics and the imparting to them knowledge and art necessary to making a livelihood.

The school corresponds in its character to the Higher School provided by the former education system. In the new system, however, the object of education in this school has been defined by rules of teaching, the school course and organization have been amended and it has also been provided that in the Government High School a normal course or a rapid course for training teachers may be established. (The short course does not exist at present).

The essential aim of the education in a High School is clearly defined in the instructions issued by the Government concerning the enforcement of the Chosen Educational Ordinance. To quote therefrom:—

“A High School is an institution in which higher Common education is given to boys. Its essential aim is to cultivate in them common sense, foster national characteristics and impart to them knowledge and art useful to daily life.

“The period of study in a High School is four years. Those eligible for admission to the school must be not less than full twelve years of age and graduates from a Common School or those whose qualifications are recognized as equal or superior to those of the aforesaid.

“The subjects of study in the High School have been fixed with the view to their proving equal to practical life. Especially the fact that agriculture or commerce and manual work have been made indispensable subjects is due to the desire to foster in the minds of the pupils the love and habit of steady work and industry. Caligraphy has been specially put in as it has been recognized to be necessary in considera-

tion of practical daily life. The fact that natural history, physics and chemistry have been included in the subject of science and mineralogy included in physics and chemistry as well as the fact that industry, law and economy have been made to be taught as one subject of study is with the idea to simplify teaching and maintain connections between them in teaching them."

The subjects of study selected and fixed for students of a High School in accordance with the object of the school described above are morals, the national language the Korean language and Chinese literature, history geography, mathematics, natural science, industry and law and economy, calligraphy, drawing, manual work, singing, gymnastics, and English. As for industry either agriculture or commerce is taught and English is optional. In March, 1916, revision was introduced into the Regulations and drawing, manual work and singing were allowed to be dispensed with either singly or altogether. (cf. Appendixici.) In short, a High School has, as its aim, besides the giving of an education laying much stress on industry, the deep cultivation of national characteristics in the minds of the students, so that they may become good and loyal citizens of the middle class. Thus, suggestions concerning the teaching of various subjects of study as given in Regulations for High Schools are all in conformity with the object named. To quote those relating to all subjects of study:—

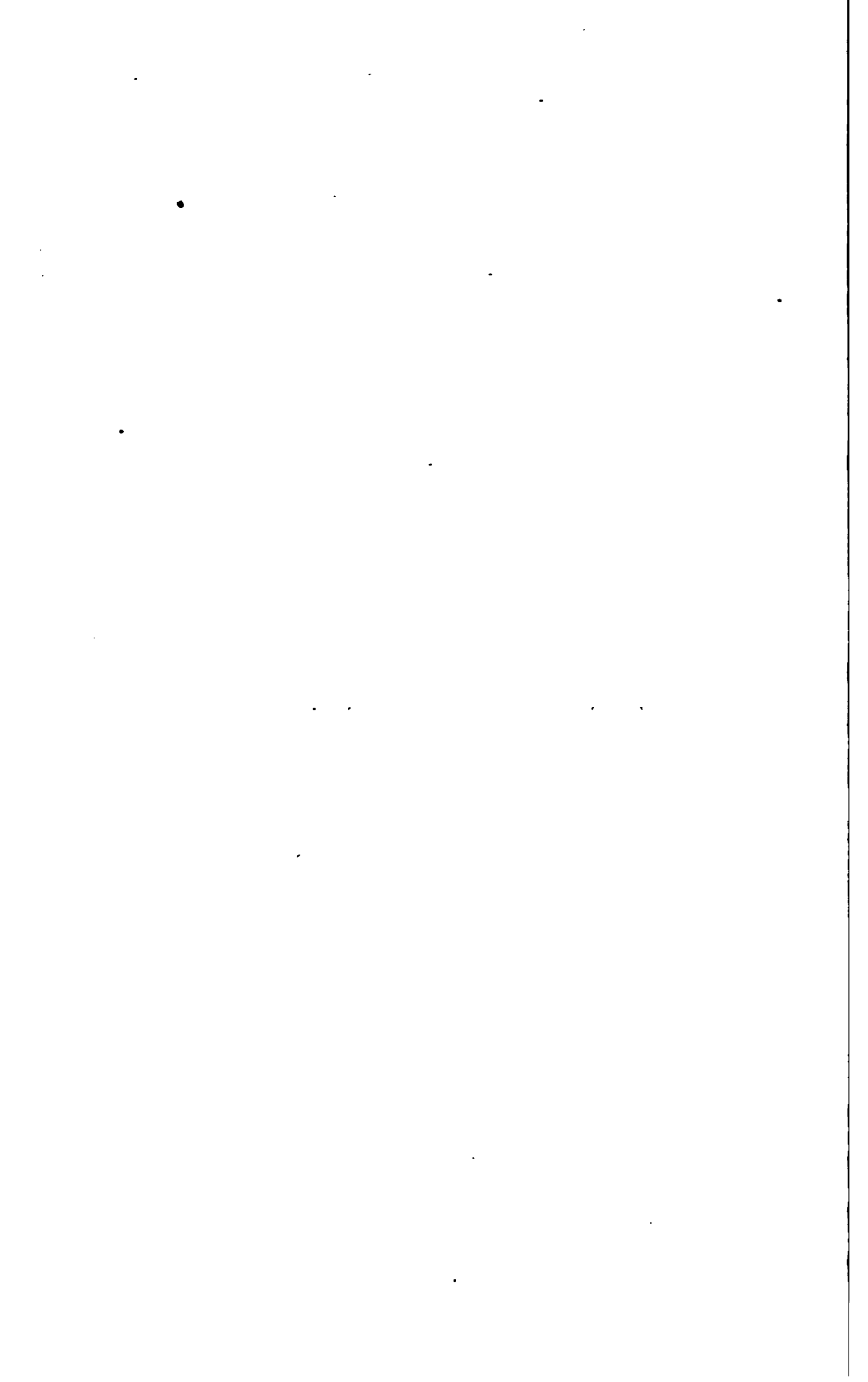
"1. The essential object of a High School being the cultivation of common sense and the making of loyal and hard-working people, instruction in whatever subject must be given with this in view at all times.



The Government High School, Seoul.



The Private Pai-chai High School, Seoul.



"2. As it is very important to cultivate the habit of order and discipline, pupils must be taught in whatever subject with this in view at all times.

"3. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

"4. In imparting knowledge and art, selection should be made of those indispensable to daily life. Care must be taken not to fall into an undesirable state of looseness by attempting to impart too much.

"5. Instructions must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

"6. In giving instruction care must be taken in its method and the pupils must be guarded against merely committing to memory what they have been taught. They must be guided to reason and think for themselves."

"It is well recognized that many teachers will be needed along with the expansion of common education. The authorities, however, consider that good teachers may be turned out in sufficient numbers by giving special training to those wishing to become teachers in the Government High School as well as the Government Girls' High School. A normal course and a rapid course for training teachers have been instituted in these schools and no special organ for the purpose of training teachers has therefore been established, though for the time being, in order to meet the urgent necessity, an Extraordinary Institute for Training Teachers has been

established as an affiliated institute of the Government High School in Seoul. The institute for the first time put into other in April, 1913, while similar courses were established as affiliated institutes of the High School in Pyongyang, and the Girls' High School in Seoul. Simultaneously, the short Course for Teachers and Course A of the Extraordinary Institute for Training Teachers ceased to admit pupils, and then an organ for training Japanese teachers for common schools was established as an affiliated institute of High School in Seoul, under the name of the Extraordinary Institute for Training Teachers.

Pupils eligible to the Normal Course are limited to those having graduated from the High School or Girls' High School, while those eligible to the Extraordinary Institute for Training Teachers are limited to those having graduated from middle school or those having scholarship equal to or above that possessed by middle graduates, and of 17 years of age or above.

II. Condition of the Schools.

At present there are four Government High Schools in Pyongyang, Seoul, Taiku, and Hamheung. The Seoul High School was at the start a middle school established by the Korean Government about 1896 and converted into a high school in 1906. With the enforcement of the new educational system in November, 1911, it was changed into a higher common school. The Pyongyang High School was originally a private school for teaching the Japanese language and was established by Toa Dobun Kwai (East Asia Common Script Association.) Being transferred to the Korean

Government in 1908, it was maintained by it for some time as a Government Japanese Language School, and then converted into a Government High School. Finally, its status was changed to that of a high school in November, 1911 at the same time as that of the Seoul High School. Taiku High School was established in April, 1916 and Hamheung High School in April 1918.

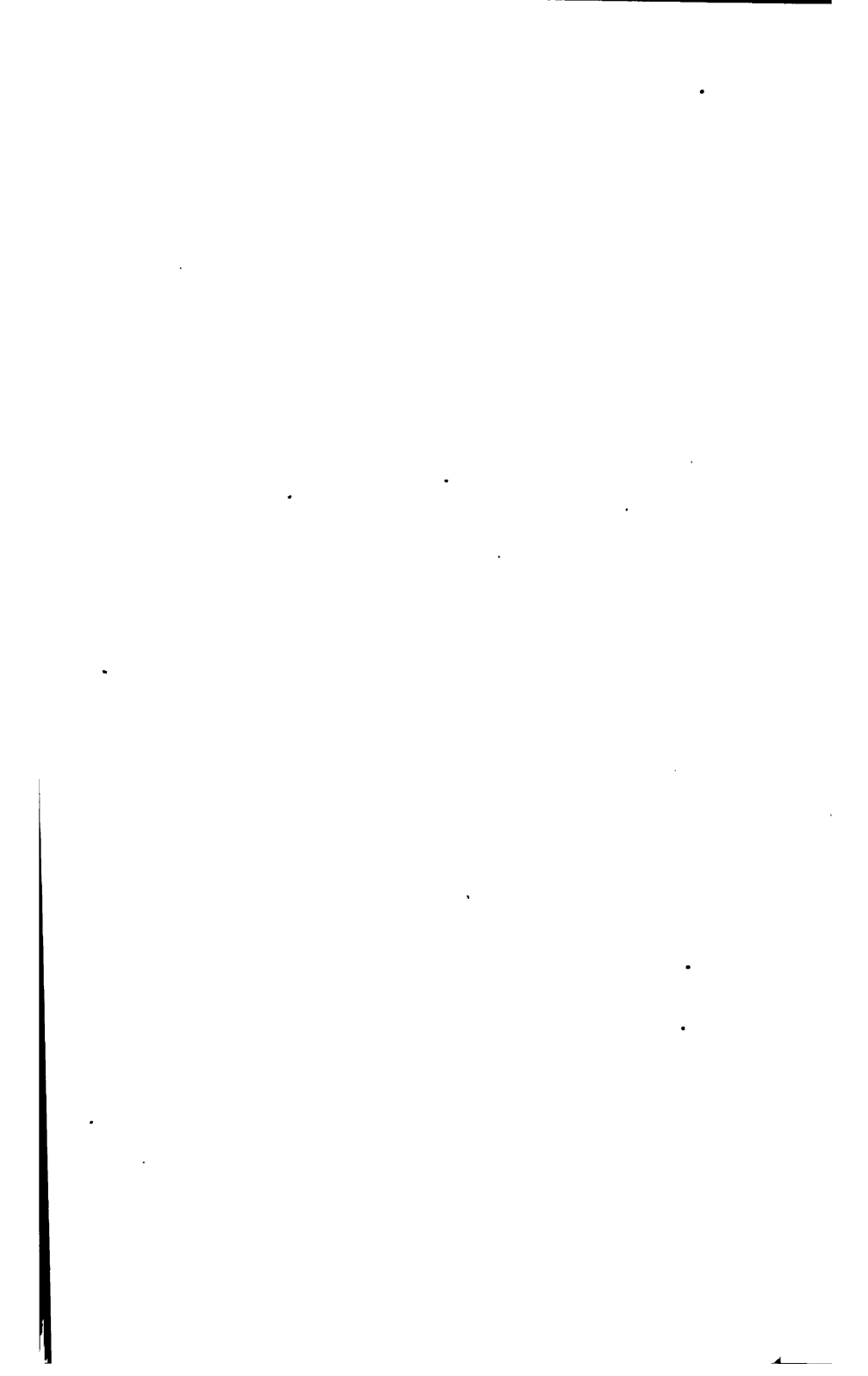
The High School in Seoul has a regular course and normal course. With it are also affiliated the Extraordinary Institute for Training Teachers and a common school. The students of the regular course, the normal course and the extraordinary institute for training teachers number in all 767 and are taught by 37 teachers. The affiliated Common School has 338 pupils taught by 8 teachers. Pyongyang High School has affiliated with its regular course a normal course, and has 427 pupils and 22 teachers. Taiku High School had 279 pupils and 16 teachers, while Hamheung High School has 241 pupils taught by 9 teachers. The ordinary expenditure of these schools incorporated in the Budget for 1918 fiscal year is 89,510 *yen* for Seoul High School, 41,951 *yen* for Pyongyang High School, 23,925 *yen* for Taiku High School and 24,096 *yen* for Hamheung High School.

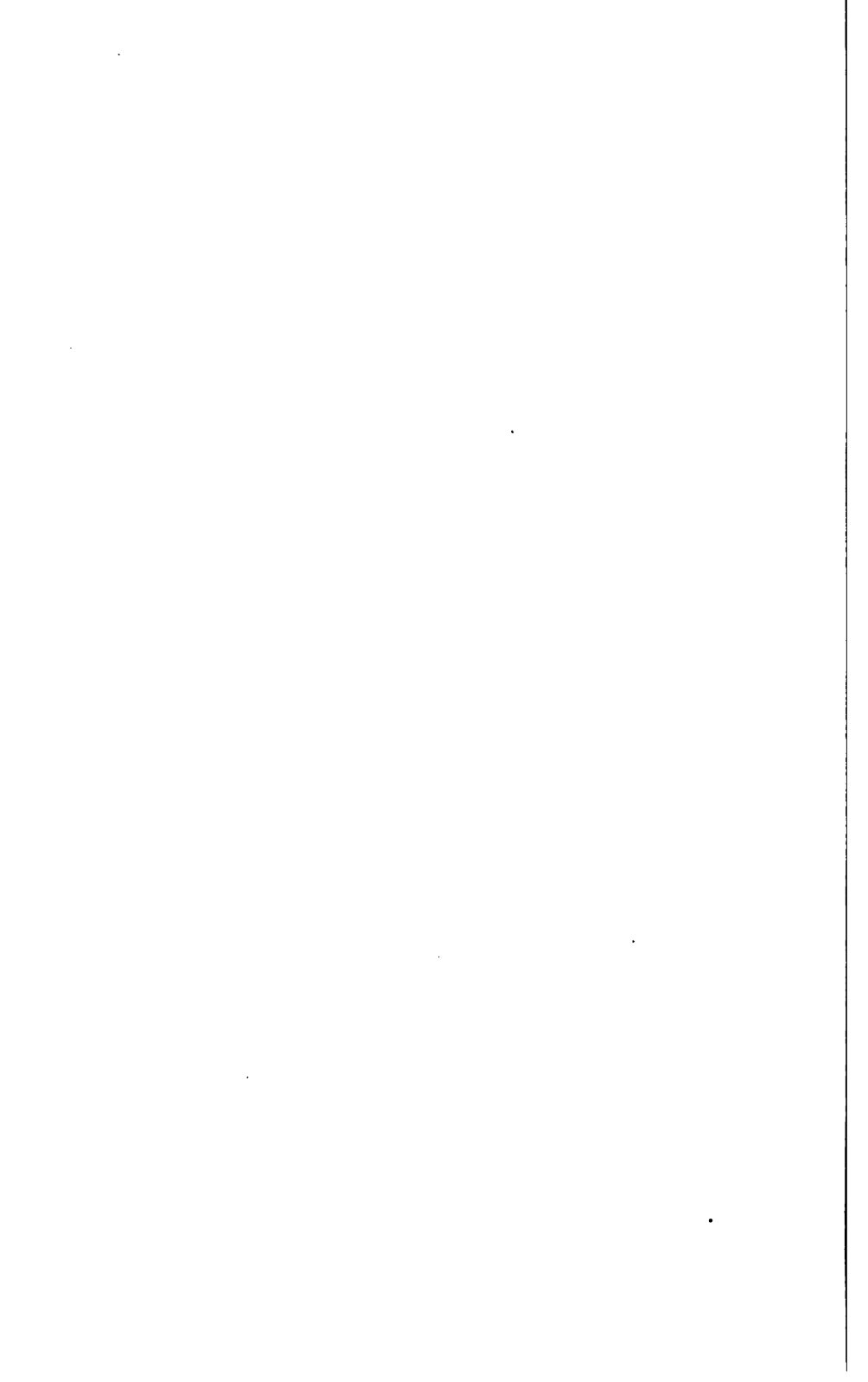
The High Schools were very popular among young men, even before they were converted into the present institutions from their former status as High Schools and the number of applicants for admission has annually far exceeded the number required. For instance in April, 1918, when 545 students were required for the regular course 2,270 applications were received. Almost all the graduates of the schools

have entered schools of higher grade, or found employment either in the Government or private institutions and only a very few are unemployed.

Besides the four Government High Schools above-mentioned there are seven private High Schools containing 1,783 students and 84 teachers, with an yearly expenditure amounting to 33,624 *yen*. Some good results are being shown by them.

The following table shows conditions of the two Government High Schools, the figures quoted being those for the end of 1912:—





Section III. Girls' High Schools.

I. Object of the Schools.

A Girls' High School is an institution for giving girls higher common education in order to foster in them feminine virtues, cultivate national characteristics and instruct them in them in the knowledge and art necessary to making a livelihood. The object of education in Girls' High school is defined by rules of teaching and it is also provided that in the Government Girls' High School a normal course may be instituted.

The essential aim of the education in a Girls' High School is clearly defined in the institutions issued by the Government concerning the enforcement of the Chosen Educational Ordinance. To quote therefrom :

"A Girls' High School is an institution for giving girls higher common education with the object of fostering in them feminine virtues and instruct them in the knowledge and art useful in making a livelihood. For this reason, the education given there must have in view the duty and practical life of women and must conform to the cultivating of moral character and equipping them as good housekeepers. Great care must be taken not to engender in them the habit of frivolity, vanity and luxury.

"The period of study in a Girls' High School is three years. Those eligible for admission to the school must be not less than full twelve years of age and graduates from a Common School or those whose qualifications are recognized as equal or superior to those of the aforesaid.

"The subjects of study in a Girls' High School are

nearly similar to those in a High School. Comparatively, however, more hours have been allotted to the teaching of such subjects as science, house-keeping, sewing and handicraft, and the method of using sewing machines, dyeing and weaving and so forth have been included in the subject of sewing and handicraft. All these have been done with the view of making the education of girls approximate as much as possible to practice daily life.

“In order to enable girls to study sewing and handicraft as a speciality, an arts course, the period of study in which is less than three years, may be instituted in a Girls’ High School. Those eligible for admission to the course must be not less than full twelve years of age, but no regulations are provided as to their scholarly qualifications. The fact that the period of study in the arts course has been made less than three years and elasticity as to its length has been allowed, provided it is less than three years, is with the idea of giving freedom to fix it in a suitable way in deference to the kinds of art to be taught as well as to local conditions, while the fact that no regulations are provided as to the scholarly qualifications of those desiring admission to the course is due to the recognition of the advantage of giving chances of study even to those not receiving common education.”

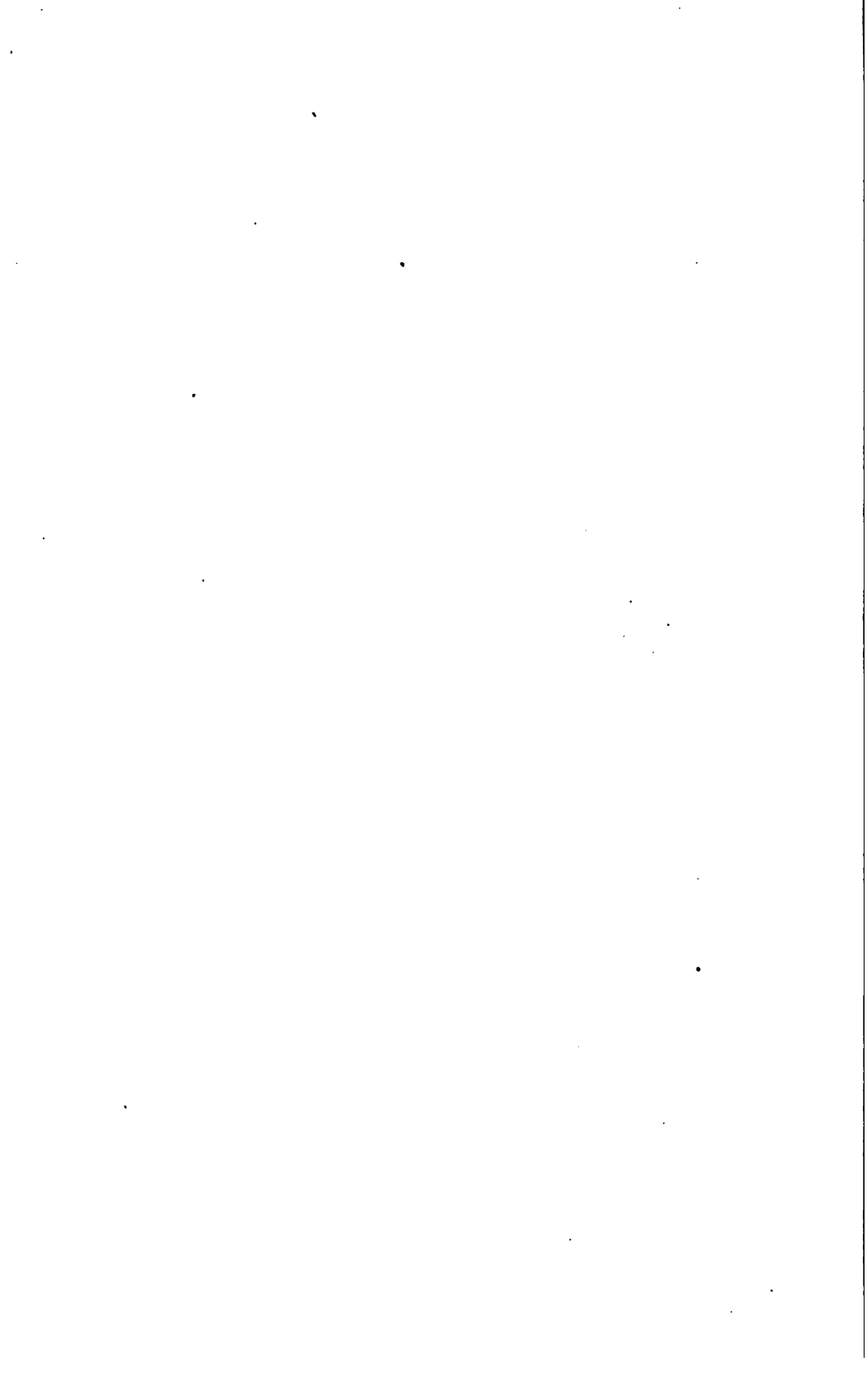
The subjects of study selected and fixed for students of a Girls’ High School in accordance with the object of the school described above are morals, the national language, the Korean language and Chinese literature, history, geography, arithmetic, natural science, household matters, caligraphy, drawing, sewing and handicraft, music and



The Government High School for Girls, Seoul.



The Private Sung-myong Girls' High School, Seoul.



gymnastics. As for the subjects of study in an arts course instituted in a Girls' High School, it has been provided that excepting sewing and handicraft these shall be fixed by selecting them from among the subject of study for the regular course, and that with regard to sewing and handicraft, the students shall be allowed to select this or that subject there of according to their desire. In both courses comparatively more hours have been assigned to the national language, natural science, household matters, sewing and handicraft than other subjects of study, with the purpose of giving the students practical education and enabling them to utilize what they have learned in real life. Thus suggestions concerning the teaching of various subjects as given in Regulations for Girls' High Schools are all in conformity with the object named. To quote those relating to all subjects :—

“1. The essential object of a Girls' High School being the up-bringing of modest and faithful women of industrious and thrifty disposition in whatever subject must be given with this in view at all times.

“2. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

“3. In imparting knowledge and art, selection should be made of subjects indispensable to daily life. Care must be taken not to foster the habit of frivolity and luxury by giving lessons in abstruse and unpractical subjects.

“4. Instruction must not fail to attain its object or in its method, and each subject of study taught must have

connection with and complement each other.

“5. In giving instruction care must be taken in its method and pupils must be guarded against merely committing to memory what they have been taught. They must be guided to reason and think for themselves.”

As already stated, it has been provided that in the Government Girls' High School a normal course may be instituted. The subjects of study in this course are morals, pedagogy, the national language, the Korean language and Chinese literature, arithmetic, natural science, household matters, calligraphy, drawing, sewing and handicraft, music and gymnastics. Instruction will be given to students taking this course so as to cultivate the character and dignity becoming to teachers and also with the aim of imparting what is necessary to teachers and in agreement with the essential aim of Common School education and rules of teaching.

II. Condition of the Schools.

Female education in Chosen is still in the early stage, it being but a few years since it was started. As a matter of fact, in former days Korean women of good social position lived in seclusion, never being in the society of the sterner sex, and left their houses but rarely. In consequence, it was of the utmost difficulty for them to receive education in a school. The trend of the times, however, has gradually called forth the demand for their education, and Christian Mission Schools for girls were the first to be established in response to the call. These were followed by the establishment of various private schools having the education of girls in view. It is especially necessary that female education,

the history of which is but of to-day should be suitably directed and helped onward in development. Simultaneously with the enforcement of the Girls' High School Ordinance in 1908, the Korean Government established a Government Girls' High School in Seoul. Not a few public common schools also instituted classes for girls, in conformity with the local demand for them.

When in November, 1911, the Chosen Educational Ordinance was enforced, the Government Hansong Girls' High School in Seoul was converted into Keijo (Seoul) Girls' High School, its organization being duly amended and its equipment improved. The school has a regular three years' course and three years' arts course. The qualification of students eligible to the latter course is not high, it being intended for girls desiring to study sewing and handicrafts. The school has also attached to it a Common School, in which elementary education is given to girls. Since April, 1914, it has also had attached to it a normal course. The students of the regular and arts course number in all 176 and the pupils of the affiliated Common School 171, while the students of the normal course number 42, with a total of 24 teachers. The annual expenditure of the school amounts to 41,050 *yen*. Beginning with 1919 fiscal year, graduates from Girls' High Schools for Japanese will be trained to become teachers of Korean common schools. In conformity with the spread of elementary female education, the Government Girls' High School was established in Pyongyang in June, 1914. It has 174 students and 13 teachers, while its expenditure amounts to 21,223 *yen*. Besides these Government Girls' High Schools, there are three private Girls' High

Schools. All of them have Girls' Common Schools attached to them. The annual expenditure of these three schools totals 40,995 *yen*, and each is showing reasonably good work. There are also not a few private schools for girls, while the number of girls entering Public Common Schools is showing steady increase year after year.

The following table shows the general conditions of Girls' High Schools, existing at the end of May 1918:

CHAPTER IV.

INDUSTRIAL EDUCATION.

Section I. Object of Industrial Education.

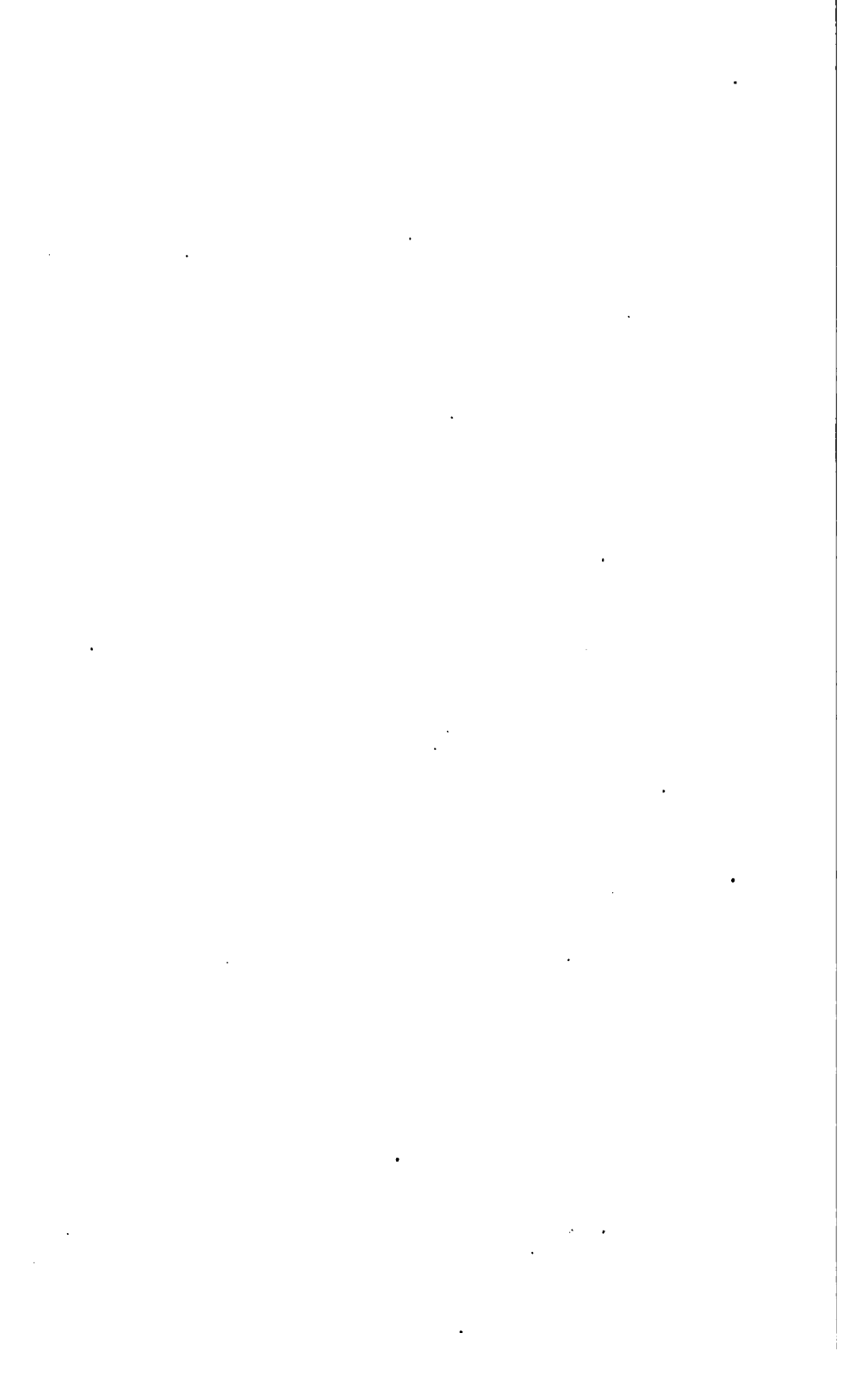
An Industrial School is an institution in which students wishing to engage in agriculture, commerce or technical industry are trained, giving them the necessary education therefor. Under this designation come Agricultural Schools, Commercial Schools, Technical Schools and Elementary Industrial Schools. The period of Study in an Industrial School may be fixed within the limits of two to three years, those eligible for admission must be not less than full twelve years of age and be graduates from a Common School, the period of which is four years, or those whose qualifications are recognized as equal or superior to such. It is recognized by all that it is a matter of urgent necessity in Chosen to cultivate the spirit of industry among Koreans and promote the development of productive industry. Now industrial education being what is needed in increasing the happiness of Koreans and promoting their productive power, the Government-General has been putting forth great efforts to establish in all important places industrial schools suitable to local conditions, besides encouraging the love of industry among Koreans in Common Schools and other schools. An instruction given by Count Terauchi, the Governor-General, to principals of agricultural schools at a meeting in December, 1912, well explains the object of industrial education. It was as follows: —



An Agricultural School, 1.



An Agricultural School, 2.



"A matter of urgent necessity in Chosen at the present time is that all should engage in their business with diligence, practise thrift and promote productive industry, so that domestic productions may be made such quantities as to make it unnecessary to obtain a supply from abroad even to supply demands in foreign countries. If this can be done, it will greatly increase the happiness of the Korean people at large. It is the object of industrial education to foster this spirit in the minds of young Koreans. All who are engaged in industrial education should endeavour to cultivate it in the minds of their students and show good examples at school to local people with a view to promoting productive industry and assisting in the development of Chosen.

"Ordinances and regulations concerning education clearly show that it must be suited to the requirements of the times and popular conditions. In carrying out your work, you must take into consideration the popular conditions, avoid all empty theories, aim at practical use and adapt the graduates of your schools to the practical affairs of society.

"I am glad to see that practical work concerning agricultural education is beginning to show good results. Practical work, besides improving the abilities of those doing it, is indispensable in fostering the good habit of diligence and hard work. You should further encourage it and, by taking it up yourselves, should lead your students by personal example and also contribute to the improvement of local agricultural industry. All engaged to agricultural School should unite their strength and cooperate in the endeav-

our to attain success in the object of their schools.”

Organs for giving education are agricultural, commercial, technical and elementary industrial schools. Schools in which sericulture, forestry, stock-breeding or fishery are taught are also recognized as industrial schools. In all these schools, in view of the times and popular conditions, simple and easy subjects of study are taught and special stress is laid on practical work, theoretical or higher teaching being avoided, so that what has been learned in school may immediately be used for practical purposes by students and also that they may assist in the improvement and development of the productive industry of their localities. Elementary Industrial Schools are established with the purpose of spreading industrial education in the simplest way and are made to be instituted as affiliated to Common Schools or other Industrial Schools. Apprentices who are actually engaged in business, or other young people may enter these schools, without difficulty and instruction is given them at convenient times, for instance, in the evening, or on Sundays and during summer and winter holidays, or during a particular season chosen for the purpose. As for the equipment of such schools little restriction is made so that it may meet local conditions.

The object of industrial schools is such as above described. The following suggestions concerning the teaching of subjects as given in Regulations for Industrial Schools make this object clearer:—

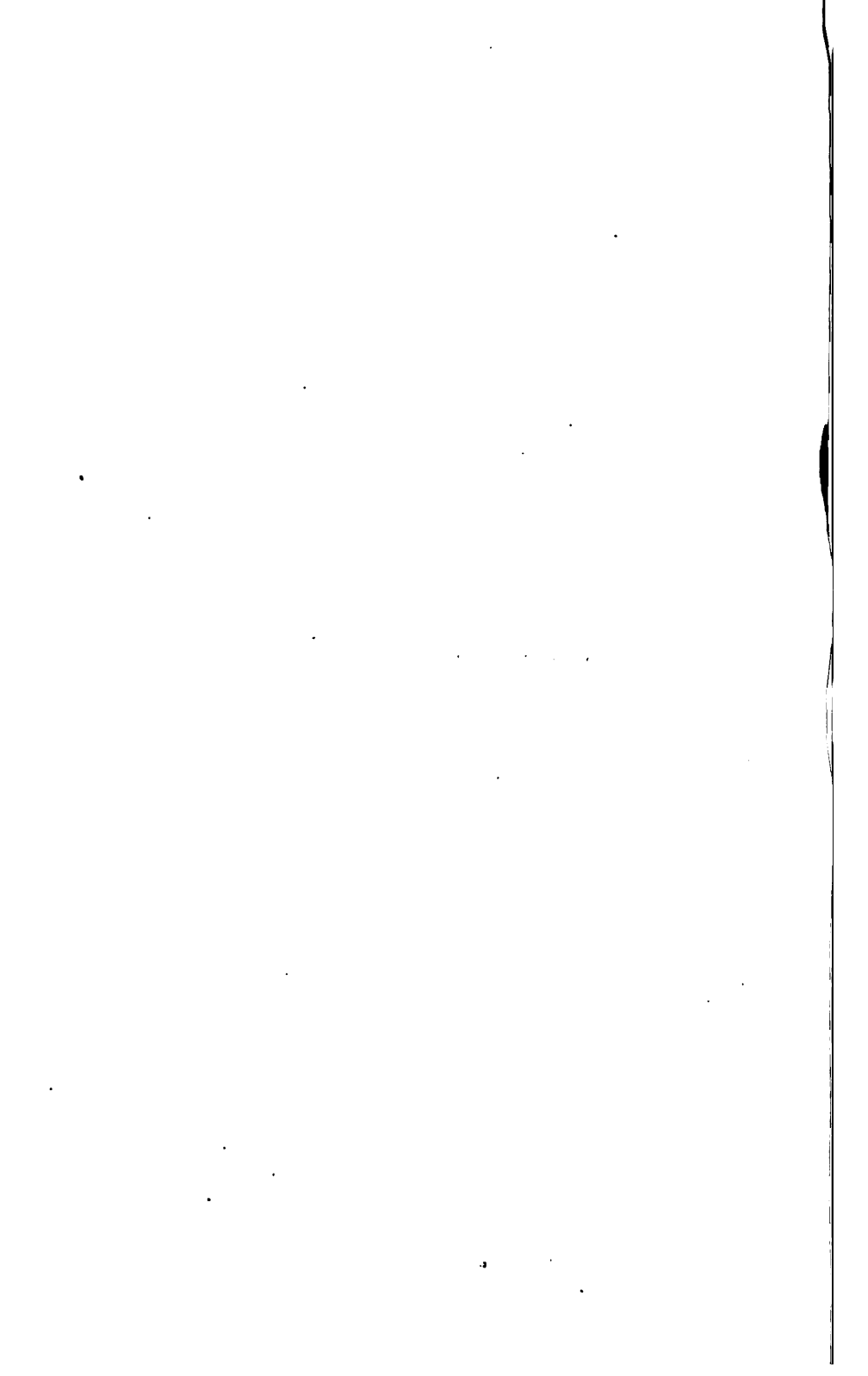
“1. Honesty, sincerity, winning and enjoyment of confidence, assiduity and thrift being especially important to those engaged in business, instruction in whatever subjects



An Agricultural School, 3.



An Agricultural School, 4.



shall be given at all times with a view to inculcating these ideas in the minds of pupils.

“2. Knowledge and art shall be imparted by selecting those calculated to contribute to the improvement and promotion of industrial pursuits. Also these shall be given in conformity with local conditions and with a view to their practical application.

“3. Instruction shall not be too theoretical, but shall aim at attaining practical results by giving it side by side with practical exercises.”

Section II. Condition of Industrial Schools.

Not many years have elapsed since Industrial Schools were founded in Chosen. The former Korean Government early recognized the urgent necessity of spreading industrial education in this peninsula and by promulgating in 1909 an Ordinance concerning Industrial Schools established a few schools for the purpose, though on account of financial difficulties these schools were conducted in a way that left much to be desired. Since annexation, however, the Government, paying greater regard to industrial education, has done much to complete their equipment. Especially by the enforcement of the Chosen Educational Ordinance and Regulations for Industrial Schools, has the status of these schools been defined. All industrial schools, except those established by private persons, were converted into public institutions and placed under the management of Provincial authorities. A Government Industrial School at Chemulpo was also changed into a public institution in April, 1912.

Public Industrial Schools now existing are seventeen

Agricultural Schools and three Commercial Schools one of which is Shoko Gakko (Commercial and Industrial School). These schools have altogether 1,849 students and 108 teachers and the annual expenditure for running them totals 153,000 *yen*. Although these schools have not as yet seen many years since their foundation, yet on the whole they are quite popular among local people and have contributed not a little to the development of productive industry. As for private industrial schools, there is one excellent institution in Seoul, viz, the Zenrin Commercial School, with a secure foundation and containing 164 students. More than ten years have passed since it was founded and it has given some good results.

Public Common Schools need between them the annual expenditure of some 153,000 *yen*. On account, however, of the insufficient amount of local revenue collected at the present time, it is impossible for these schools to obtain the money they need entirely from the source. So the State Treasury subsidized them to the extent of some 80,000 *yen* a year. The State also subsidizes some private industrial schools, which show good results.

Besides the industrial schools above mentioned, there were at the end of May, 1918, sixty-seven public elementary industrial schools. All of them are affiliated to Public Common Schools and most of the teachers are those of the latter. The results shown by them are generally very good and there is reason to expect that these schools will increase in number.

The following tables show conditions of industrial schools as well as of elementary industrial schools, the figures quoted being those for the end of May, 1918:—



An Agricultural School, 5.



An Agricultural School, 6.

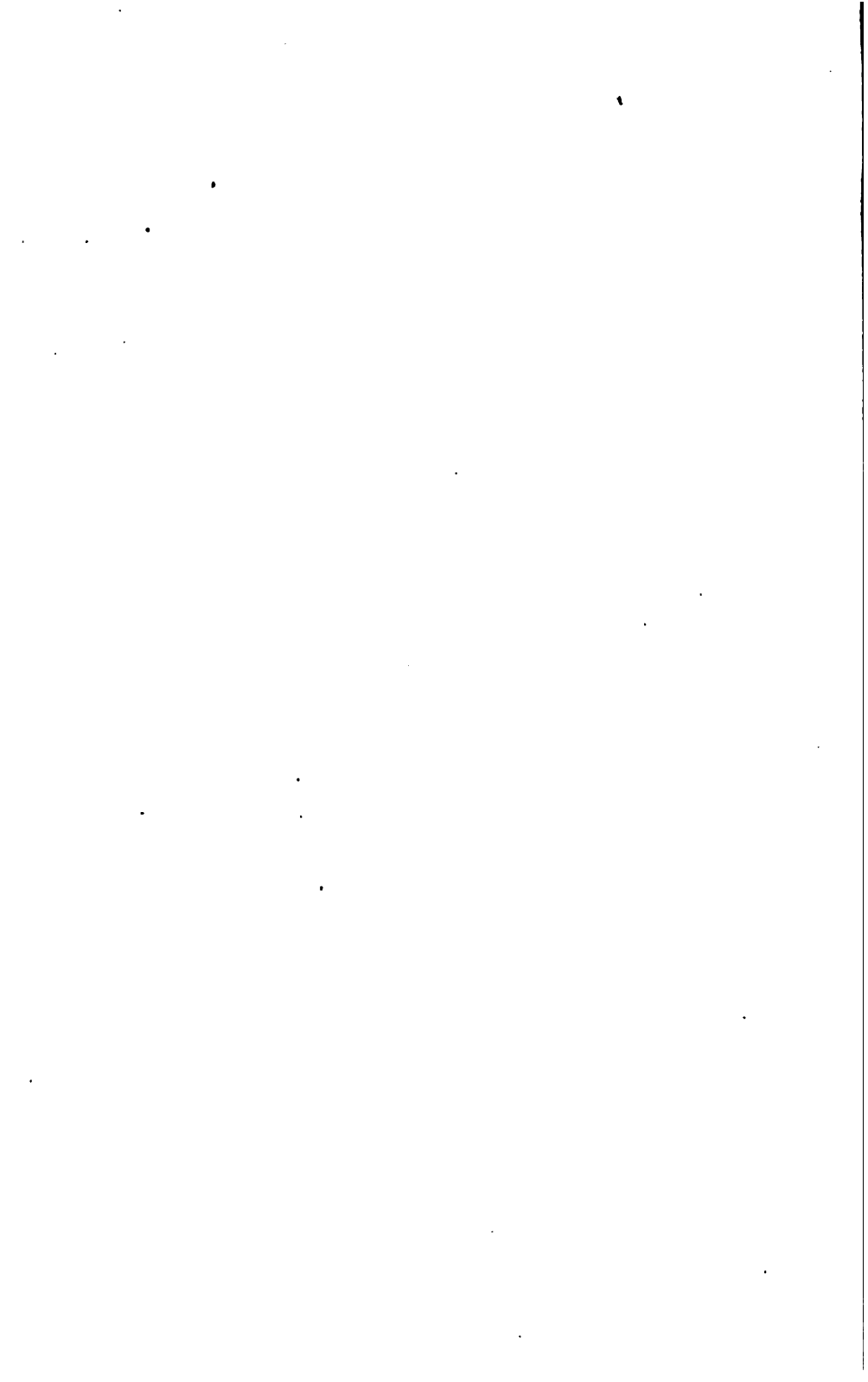


TABLE SHOWING CONDITION OF INDUSTRIAL SCHOOLS
(EXISTING AT THE END OF MAY, 1918)
(a) COMMERCIAL SCHOOLS.

School	No. of Classes	No. of Teachers.			No. of Pupils.			Annual Expen- diture
		Japanese	Korean	Total	1st Year Class.	2nd Year Class.	Total	
Chamulpo Public Commercial School.....	3	5	2	7	58	48	146	10,549
Fusan Public Commercial School.....	3	6	1	7	78	53	169	9,830
Chinanampo Public Commercial and Indus- trial School.....	6	8	2	10	44	30	71	20,013
Private Zeirin Commercial School (B. Course).....	3	18	2	20	25	15	35	34,634
Total (Four Schools)	15	37	7	44	207	217	625	74,998
Existent at the End of May 1917 (Four Schools)	14	31	7	38	321	210	630	63,676
" " " " 1916 (Three ")	11	27	6	32	262	194	565	61,931
" " " " 1915(" ")	9	25	4	29	228	144	456	47,808
" " " " 1914(" ")	9	24	5	29	199	135	428	46,969
" " " " April, 1913(" ")	9	16	3	19	240	149	492	45,376
" " " " May, 1912(" ")	9	15	6	21	235	197	435	36,887

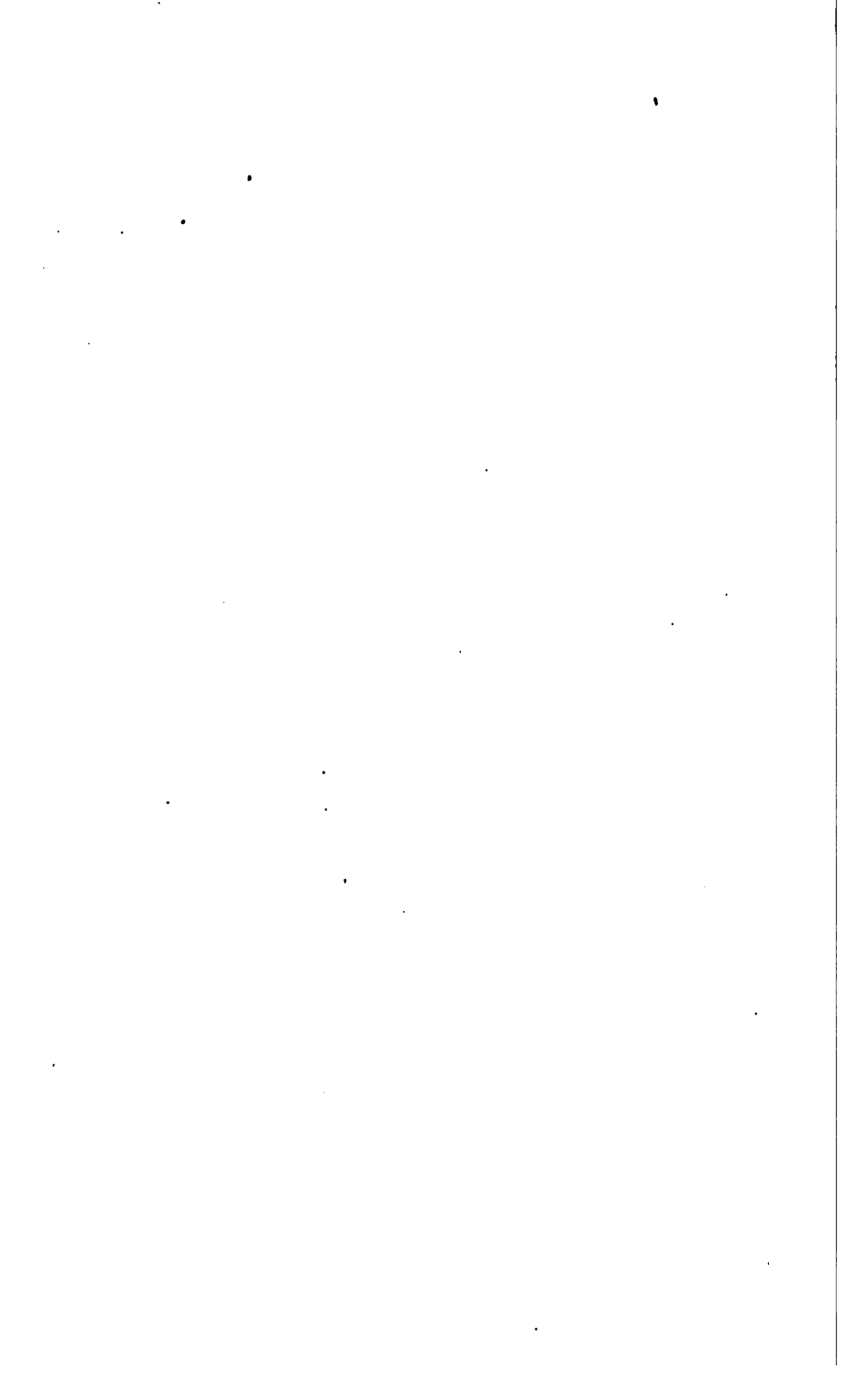


TABLE SHOWING CONDITION OF INDUSTRIAL SCHOOLS
(EXISTING AT THE END OF MAY, 1918)
(a) COMMERCIAL SCHOOLS.

School	No. of Classes.	No. of Teachers.		No. of Pupils.			Annual Expen- diture
		Japanese	Korean	Total	1st Year and Class.	Year and Class.	Total
Chiemulpo Public Commercial School.....	3	5	2	7	58	48	146
Fusan Public Commercial School.....	3	6	1	7	78	53	169
Chiemulpo Public Commercial and Indus- trial School.....	6	8	2	10	41	30	71
Private Zenrin Commercial School (B. Course).....	3	18	2	20	24	11	35
					25	40	65
					71	60	131
Total (Four Schools)	15	37	7	44	297	217	625
Existent at the End of May 1917(Four Schools)	14	31	7	38	321	210	630
" " " " 1916 (Three ")	11	27	6	32	262	194	565
" " " " 1915(" ")	9	25	4	29	228	144	456
" " " " 1914(" ")	9	24	5	29	199	135	428
" " " " April, 1913(" ")	9	16	3	19	240	149	492
" " " " May, 1912(" ")	9	15	6	21	235	197	485

(b) AGRICULTURAL SCHOOLS.

School.	No. of Classes.	No. of Teachers.			No. of Pupils.		Annual Expenditure
		Japanese	Korean	Total	1st Year and Year Class.	Total	
Seoul Public Agricultural School.....	1	3	1	4	45	45	6,619
Chongju "	2	4	1	5	49	81	6,909
Kongju "	2	4	1	5	44	77	6,769
Chonju "	2	4	2	6	48	85	9,236
Kusan "	2	4	1	5	11	28	4,416
Kwangju "	2	3	3	6	29	58	6,448
Taiku "	3	7	—	7	3	11	9,976
Chinju "	2	3	1	4	39	89	7,011
Haiju "	2	7	1	8	53	18	8,164
Pyongyang "	2	4	1	5	55	93	7,527
Anju "	2	4	1	5	46	89	5,235
Wiju "	2	4	1	5	40	80	6,566
Pukchuyong "	2	3	1	4	52	90	5,810
Yongbyon "	2	3	1	4	48	83	5,974
Chunchon "	2	3	1	4	58	102	7,366
Hamhung "	2	3	1	4	54	96	4,100
Kyonsong "	1	2	1	3	53	53	4,517
Total (Seventeen Schools).....	33	65	19	84	805	1,388	112,643
May, 1917 (Fifteen Schools).....	31	68	18	85	14	60	97,488
" 1916 (").....	30	67	17	85	791	1,359	111,602
" 1915 (").....	30	66	22	85	61	71	101,163
" 1914 (").....	30	65	24	89	750	1,268	97,845
" 1913 (").....	28	59	21	80	39	56	94,755
" 1912 (").....	28	66	25	91	752	1,191	92,197

Description	Province
Agriculture (Public)	Kyongki..... Noth Choongchong..... South "..... North Cholla..... South "..... Noth Kyongsang..... South "..... Whanghai..... South Pyongan..... Kangwon..... South Hamkyong..... North "..... Total.....
Water Products (Public)	North Cholla..... South "..... Total.....
Commercial (Public)	Kyongki..... South Cholla..... " Pyongan..... " Hamkyong..... Total.....
Engineering (Public)	Kyongki..... South Chonchong..... North Cholla..... " Kyongsang..... Whanghai..... Noth Pyongan..... Kangwon..... Total.....
Private	North Pyongan.....
Grand Total.....	
Existing at the End of May " April " " " " " "	

REMARK: The num

each school was in possession of practice ground of nearly five *tan* (one *tan* = 245 acres) in area on an average, school forests of some 155 *tan*. Various handicrafts connected with agriculture are also taught in public common schools with reasonably good results.

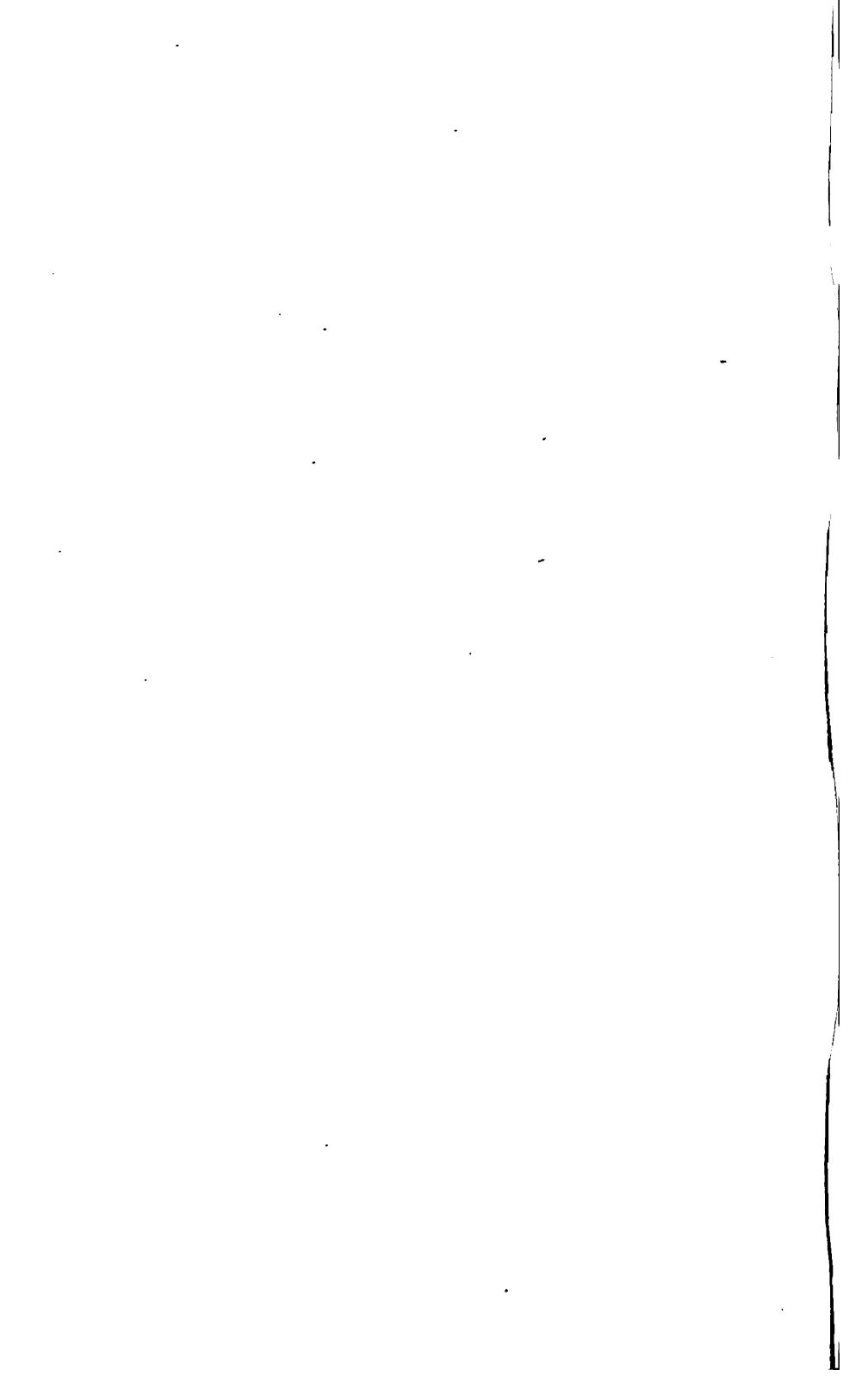
Although endeavours are being made in common by schools of every description to eradicate the deep-rooted and evil habit in Chosen of despising industry and abhorring toil and labour, special attention is being directed to its eradication by schools giving industrial education, and in conjunction with the industrial policy of the Government-General they are endeavouring to effect improvements in local agricultural industry, aiming to attain the uplifting of the standard of living of the local people, or to cultivate in them the good habits of thrift and labour, so that the foundation of the principle of self-support may be consolidated. It is observed with satisfaction that graduates from industrial schools who are found in different parts in the peninsula, are proving effective instruments in securing improvements in the species of the various crops, selection of seeds, improvement in the method of cultivation and the method of preparing them for the market and are helping in livestock farming, sericulture and forestry, teaching their neighbours to discard old methods and adopt advanced one, thereby contributing either directly or indirectly to improvement in local agricultural matters.



A Commercial School, 1.



A Commercial School, 2.



CHAPTER V.

SPECIAL EDUCATION.

Section I. Object of Education.

The Special School has as its object the imparting of science and arts of a higher grade, in accordance with the Chosen Educational Ordinance. It is provided in the Chosen Educational Ordinance that the period of study of a special school must be three to four years, and students eligible to the school be not less than 16 years of age and have graduated from a higher common school, or have scholarship equal to or above that possessed by graduates from a higher common school. In view of the times and popular conditions, however, these provisions were not put into force for some time, but the later spread of middle grade education and the progress of the times have made it necessary to arrange for their enforcement. Accordingly, in March, 1915, the Regulations for the Special School and an Instruction thereon was promulgated. To quote from the Instruction :—

The ways and means by which civilization can be advanced and the foundation of a State consolidation are not limited in number, but the most important thereof is without doubt the education of the rising generation. In view of the fact that the welfare of a State depends on the quality of the individuals constituting it, and the quality of a people is influenced by the kind of education given them, it is needless to dwell at length on the importance of na-

tional education. This is the reason why, since the inauguration of the new regime, I have put forth special efforts for the improvement and completion of the national education to be given in this part of the Empire. Since the fundamental principle of the education of the Korean people was shown in the Chosen Educational Ordinance promulgated some time ago, and various institutions are now generally on a fair way to adjustment and settlement, I feel all the more keenly the necessity of improving some of the educational organs. Accordingly, I have caused new regulations for special schools to be framed and the existing regulations for private schools modified.

In the educational system as formulated at present in Chosen, it is fundamentally arranged that common education shall be given at Common Schools, Higher Common Schools and Girls' Higher Common Schools, industrial education at Industrial Schools, and special education at Special Schools. With regard to the last named educational organ, general principle to be pursued by these schools has already been set forth in the Chosen Educational Ordinance; but in regard to detailed regulations for them, it was considered advisable that these should be instituted after common education has been sufficiently developed. Now that fair progress had been made in the spread of common education, it is recognized that the necessity has arisen of forming regulations applicable to schools giving special education concerning law, economy, medicine, technical industry, agriculture, forestry and so forth. Consequently, the Regulations for Special Schools have been promulgated in the hope that Korean young men will obtain instruction in higher

branches of science and art, and thus become possessed of knowledge, abilities, virtues, and a character useful to the State. With this object in view, and in consideration of the advancement attained by the people in general, as well as of the demand of the times, the Government-General has conceived a plan for establishing special schools and will shortly take steps to put the plan into effect. Inasmuch as such schools must have a sufficient foundation to stand upon and must be adequately, equipped, besides possessing a good force of competent teachers in order that the purpose with which they are established may be attained, it has been provided, in the Regulations that, in case it is desired to establish such schools under private management only juridical persons possessing sufficient funds to maintain them shall be permitted to do so.

The subjects of study in a special school are morals, the national language, matters concerning the branch of learning for the study of which the school is established and gymnastics. The establishment of a private special school is permitted to juridical persons only, so that it may be well maintained an arrangements made complete Seoul Medical School, Seoul Engineering Special School and Suwon Agricultural and Dendrological School specially admit Japanese young men in addition to Koreans.

Section II. Present Condition of Special Schools.

There are at present four Government Special Schools, viz, the Seoul Special School of Law and Economy, the Seoul Special School of Medicine, the Special School of Technical Industry and the Suigen (Sowon) Special School

of Agriculture and Dendrology. The number of students at these four schools totals 617 (not including 131 pupils of the Technical Training Institute attached to the Special School of Technical Industry and 25 pupils of the Agricultural and Dendrological School at (Suwon) and that of the staff 132. The annual expenditure for the maintenance of these schools is 245,600 *yen*. Besides, there are two private Special Schools, the Yenki Special School (Chosen Christian College) and the Severance Union Medical School.

I. The Seoul Special School of Law and Economy.

The Seoul Special School of Law and Economy is an institution under the direct management of the Chosen Government-General and has as its aim the imparting to Korean young men of special knowledge concerning law and economy, thus bringing them up to engage in public and private business with efficiency. The period of study is three years. The school is practically the reorganized Law School established by the Korean Government, and was put into working order on the enforcement of the chosen Educational Ordinance. The Law School was formerly under the direct control of the Judicial Department of the former Government, but was transferred to the management of the Educational Department after the abolition of the Judicial Department in 1909, with more or less modification introduced in its organization. Further, in November, 1911, it was again modified, and made into a Special School under the Special School Regulations in April, 1916. The object of the education given by this school is as follows:—

(1) The Seoul Special School of Law and Economy



A Technical School.



An Elementary Industrial School, 1.

is an institution giving special education in law and economy, thus training men to engage in public and private businesses with efficiency.

(2) Men studying law are apt to fall into the evil of insisting on right to the neglect of duty. It is desired to inculcate in them the habit of doing their duty, paying respect to right. Especially is it desired that they are made thoroughly to understand that it is important to respect the national constitution and obey the national laws.

(3) The study of laws and economy is apt to induce students to indulge in vain theory. It is, therefore, desirable that teachers pay special attention to this, so that they may accustom the students carefully to consider utility and practical results, and thus be guarded against indulging in vain theory. R₂

(4) The aim of laws is the maintenance of order. Special attention, therefore, must be paid to the training of students to respect order, so that they may not go beyond the limit of discipline and moderation in their daily conduct. Not only are ethics and gymnastics given an important position in the school, but the teachers also by personal practice are required to make themselves models for the students, so that they may be able to guide and supervise them with efficiency.

(5) The students of this school will mostly be appointed in Government offices, banks, and companies after graduation, so special attention must be paid to their training, so that they may distinguish between public and personal matters, and under any circumstances respect their public duties and thereby faithfully fulfil their duties and promote the

public welfare.

(6) The Special School is an institution where advanced science and arts are taught, so the aim shall be that students are induced to act within the limit of their duties, to be careful in speech and action, and to be industrious and self-respecting, thereby making themselves models for the people in general.

The school contains three classes, 145 students being taught by 15 teachers, The annual expenses are 20,157 *yen*. Most of the graduates have obtained positions in Government offices, banks, and companies, and fairly good results have been shown by them.

II. The Seoul Special School of Medicine.

The Seoul Special School of Medicine is an institution for giving special education in medicine, and has as its object the raising of medical practitioners possessed with knowledge and ability to examine and treat diseases. The period of study is four years. The school was established in March, 1899, simultaneously with the promulgation of the organic regulations of Government Medical Schools, and turned out 19 graduates in July, 1902. In March, 1907, it was renamed Educational Department of Taihan Hospital, and in January, 1918, Medical Department of the same Hospital. It was further renamed the Medical School attached to Taihan Hospital in January, 1909. In January, 1909, the Regulations for the Medical School attached to Taihan Hospital were promulgated, and the school set up courses for Doctors, Pharmacutists, Medwifery, and Nursing. The students were supported at Government expense, in return for which they

were bound to be on duty for a certain fixed period, although a certain number of self-supporting students were also admitted as special students. As a result of the annexation in August of the same year, the school became the Medical Training Institute attached to the Chosen Government-General Hospital. The teaching through interpreters was then abolished and lessons were given in the national language. The regulations were modified in October, 1912, while in April, 1916, the Regulations for Keijo (Seoul) Medical School were published. Further, in 1918, a special course was instituted for Japanese, and those not less than 17 years of age and graduates of a middle school or having scholarship equal to or above that of middle school graduates were made eligible for admittance. The object of the school is as following :—

(1) The Seoul Special School of Medicine is an institute giving special education concerning medicine, in pursuance with the Chosen Educational Ordinance and has as its object the bringing up of medical practitioners possessed with knowledge and ability to examine and treat diseases.

(2) Medical practitioners care for human life that is dear to all. The progress and development of medicine, therefore, not only have great bearing on personal welfare, but also affect the energy of a nation, and greatly influence the destiny of the country. Medical students shall, therefore, be taught how great is the responsibility they have taken upon themselves, and be induced to do their utmost to respond to the expectation of the country concerning them.

(3) Medical practitioners ought to meet their patients

with kindness and sympathy, and discharge their duties with scrupulous thoroughness. It is urgent at the same time that they should keep strictly secret matters which become known to them in following their profession. It is, therefore, required that students are so instructed as to aim at the cultivation of character, so that after graduation they may support their dignity as doctors and properly carry out their duties.

(4) Instruction, whether it is fundamental or clinical, shall not indulge in lofty theory, but shall be along the line of up-to-date knowledge and art, practical in daily life, and given in simplified form. Along with this, instruction shall be given so as to induce the students to form the habit of steadily continuing their studies.

(5) A Special School is an institute in which advanced science and arts are taught, so the students shall be instructed to play their own part well, to be careful with regard to word and action, and to be industrious, self-respecting, and of good behaviour to the end, so that they may prove themselves models for the people, in general.

The school under review has four classes, conducted by a staff of 45 containing 208 Korean and 73 Japanese students. The annual expenditure is put at 30,336 yen.

III. The Seoul Special School of Technical Industry.

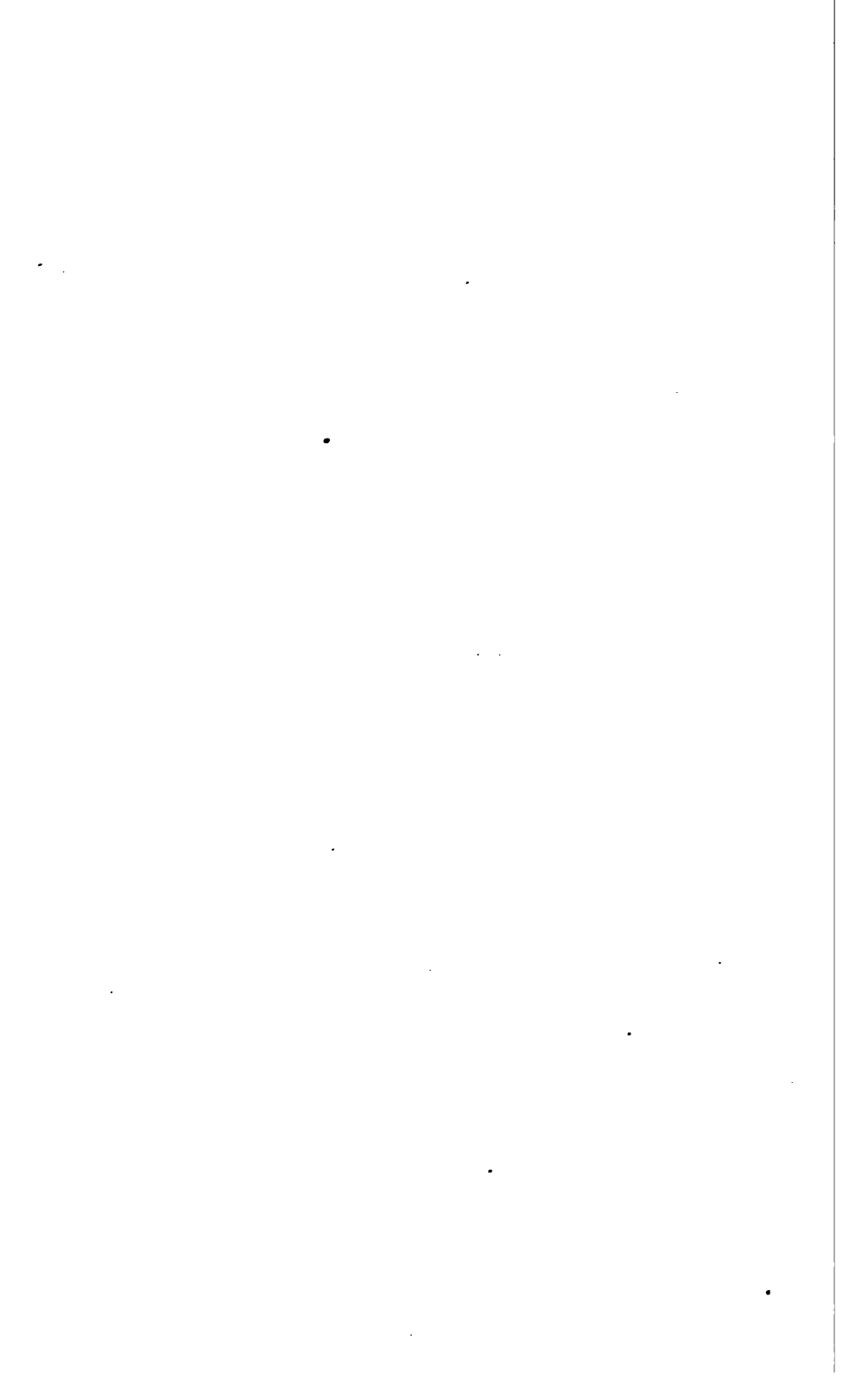
The Seoul Special School of Technical Industry is an institute in which special education concerning engineering is given. The object of the school is to turn out experts who will assist the progress and development of the engineering industry in Chosen. In the Engineering Training Institute



An Elementary Industrial School, 2.



An Elementary Industrial School, 3.



attached to the school, such branches of mechanics as are necessary in the engineering industry are taught. The period of study is three years for this school and also for the Industrial Training Institute. To the former are admitted Koreans, and Japanese who are not less than full 17 years of age and have graduated from middle schools or those who have scholarship equal to or above those graduates, and to the latter are admitted Koreans not less than full 14 years of age and graduated from common schools or those having scholarship equal to or above such graduates, and Japanese of not less than 14 years of age and graduated from primary schools or those having scholarship equal to or above such graduates. The Engineering School was established in August, 1906, in the form of an industrial training institute, under the direct control of the Agricultural, Commercial and Industrial Department. It had instituted in it six courses, viz, dyeing, ceramic, metallurgy, carpentry, chemistry, and engineering, and gave practical and theoretical training in these arts. In February, 1907, the organic regulations of the Institute were published and in March of the same year, the Regulations of the Industrial Training institute were promulgated. In January, 1903, a post graduate course was instituted, and in August of the same year, the manufacture of cars was started as part of the carpentry course and in January, 1909, the study of paper-making was included in the curriculum of the chemistry course. Beginning with 1914 fiscal year, the grade of education was somewhat advanced and beginning with April, 1915, Japanese students were admitted. In April, 1916, the Regulations for Seoul Engineering School were promulgated, and the

courses instituted in the school were fixed at six, viz, dyeing, applied chemistry, ceramics, engineering, architecture, and mining. The Industrial Training Institute attached to Seoul Technical School has instituted in it five course, viz, carpentry, metallurgy, weaving, chemistry and ceramics.

The object of education of this school is as follows :—

(1) Seoul Technical School is an institute in which special education concerning engineering is given, on the basis of the Chosen Educational Ordinance, and has as its object the bringing up of experts or managers necessary for the progress and development of the engineering industry in Chosen. The Industrial Training Institute attached to the school, educates mechanics to engage in the engineering industry.

(2) The progress of the engineering industry has a great bearing upon the national destiny, and past experience only is not enough to make efficient the management of the industry, but theory and practice are required. It shall, therefore, in giving industrial education be aimed at founding it on exact up-to-date science and be based on practice, so that the students may be induced to contribute to the rise and development of native products.

(3) Instruction shall not be given in the line of lofty theory, but in as simple a manner as possible and at that which is practically useful. It shall also be aimed at inducing the students to endeavour to master the arts, and value practice and experiment so that they may freely turn to use what they have acquired.

(4) It is essential that those engaging in the engineering industry shall be industrious, creditable, and orderly.

It is, therefore, required that teachers pay special attention to the instruction of the students in order to cultivate these virtues.

(5) The special school is an institute for giving lessons in advanced science and art. Instruction shall, therefore, be given so as to train the students to discharge their duties, be careful of word and action, and to be industrious and self-respecting, so that they may make themselves models for the people in general.

Seoul Technical School has altogether seventeen classes, and the Industrial Training Institute attached to the school has ten classes. There are 57 teachers for the two schools, while the students are 70 Koreans and 56 Japanese for the Special School and 65 Koreans 66 Japanese for the Training Institute. The annual Expenditure for the two schools totals 99,197 *yen*.

IV. Suigen (Suwon) Agricultural and Dendrological School.

Suigen (Suwon) Agricultural and Dendrological School is an institute for giving education in agriculture and dendrology. The aim of the school is to raise up trained men who will assist in effecting the progress and development of the agricultural and dendrological industry in Chosen. The period of study is three years and besides Koreans and Japanese who are not less than full 17 years age and have graduated from a middle school or those who have scholarship equal to or above middle school graduates are admitted.

The school was founded at Suwon is September, 1906, and took as students pupils of the agricultural department

of the Agricultural, Commercial and Industrial School established in September, 1904 and those of the agricultural short course of Keijo (Seoul) Gakudo, besides inviting students for the dendrological short course. In March, 1918 some modifications were introduced into the Regulations, with the result that a veterinary short course was established. In June, 1909, the Regulations were further revised, and the period of study, which was originally two years, was extended to three years. In December, 1910, it was decided to attach the most importance to the teaching of agriculture and dendrology, and in December, 1913, the Regulations were modified so as to abolish the summer vacation, and utilize the time for practice. In March, 1918, the Organic Regulations of Suwon Agricultural and Dendrological School were promulgated, by virtue of which the school had attached to it the Agricultural and Dendrological School.

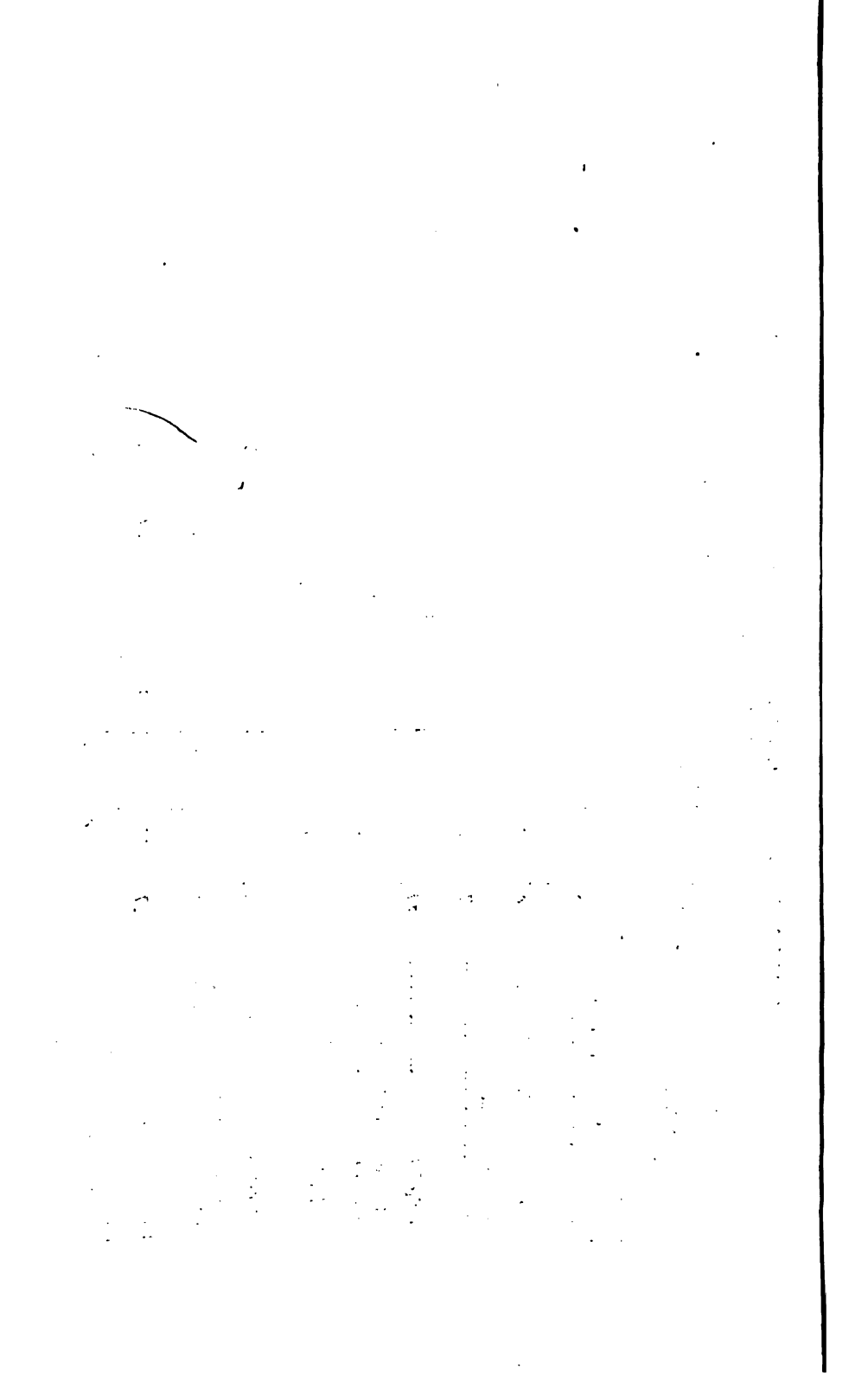
The following is the general plan of education laid down for the school:—

(1) The school is an institute for giving special education in agriculture and dendrology and aims at training experts or conductors necessary for the advance and development of the agricultural and dendrological institutes in Chosen.

(2) Agriculture and dendrology are the sources of industries of various kinds, in as much as their success or failure will not only have great bearing upon individual happiness but also greatly affect the fate of a country. Especially are these important in Chosen in view of the cultivation of resources. It shall, therefore, be aimed at by

TABLE SHOWING CONDITION OF SPECIAL SCHOOLS.
(EXISTING AT THE END OF MAY, 1958)

School	No. of Classes	No. of Teachers			No. of Students					Expenditure
		Japanese	Koreans	Total	1st Year Class	2nd Year Classes	3rd Year Classes	4th Year Classes	Total	
Keijo Special School of Law and Economy.....	3	13	1	14	55	45	45	—	145	Year 20,157
Keijo Special School of Medicine	4	45	—	45	Koreans 75 Japanese 25	48 22	36 22	49 —	208 73	30,336
Keijo Special School of Technical Industry.....	27	52	5	57	Koreans 74 Japanese 54	49 54	12 14	— —	135 122	99,197



the school to give the students practical knowledge and art by making uses of past experience and the ever-progressing scientific principles, so that they may contribute to the reform and progress of the industries.

(3) What is to be most valued in agricultural and dendrological industries is the obtaining of real profit. Although the teaching ought to be based on scientific principles and to follow the progress of the times, ideals should not be followed too much, but the students should be taught to aim at mastering the art and fixing the quality thereof taking special pains not to neglect practical experience.

(4) The people ought to attend faithfully to their business and manage their resources with thrift and industry. This is especially so with those engaging in business. It is, therefore, required that teachers of this school pay special attention to this point, so that the students will be trained to avoid vain glory and to realize, and thereby gain the qualities necessary for the business men.

(5) A special school is an institute for teaching advanced science and art. The students shall, therefore, be trained to perform their duties, to be careful in word and action, and to be industrious and self-respecting, so that they may make themselves models for the people.

The Suigen Special school of Agriculture and Dendrology has two classes, while the Agricultural and Dendrological School attached thereto has one. The schools have a staff of 15 in all. The number of students is 28 Koreans and 12 Japanese for the former school and 25 Koreans for the latter. The annual expenditure for the two schools is 25,919 *yen*.

CHAPTER VI

PRIVATE SCHOOLS.

Section I. History and Control of Private Schools.

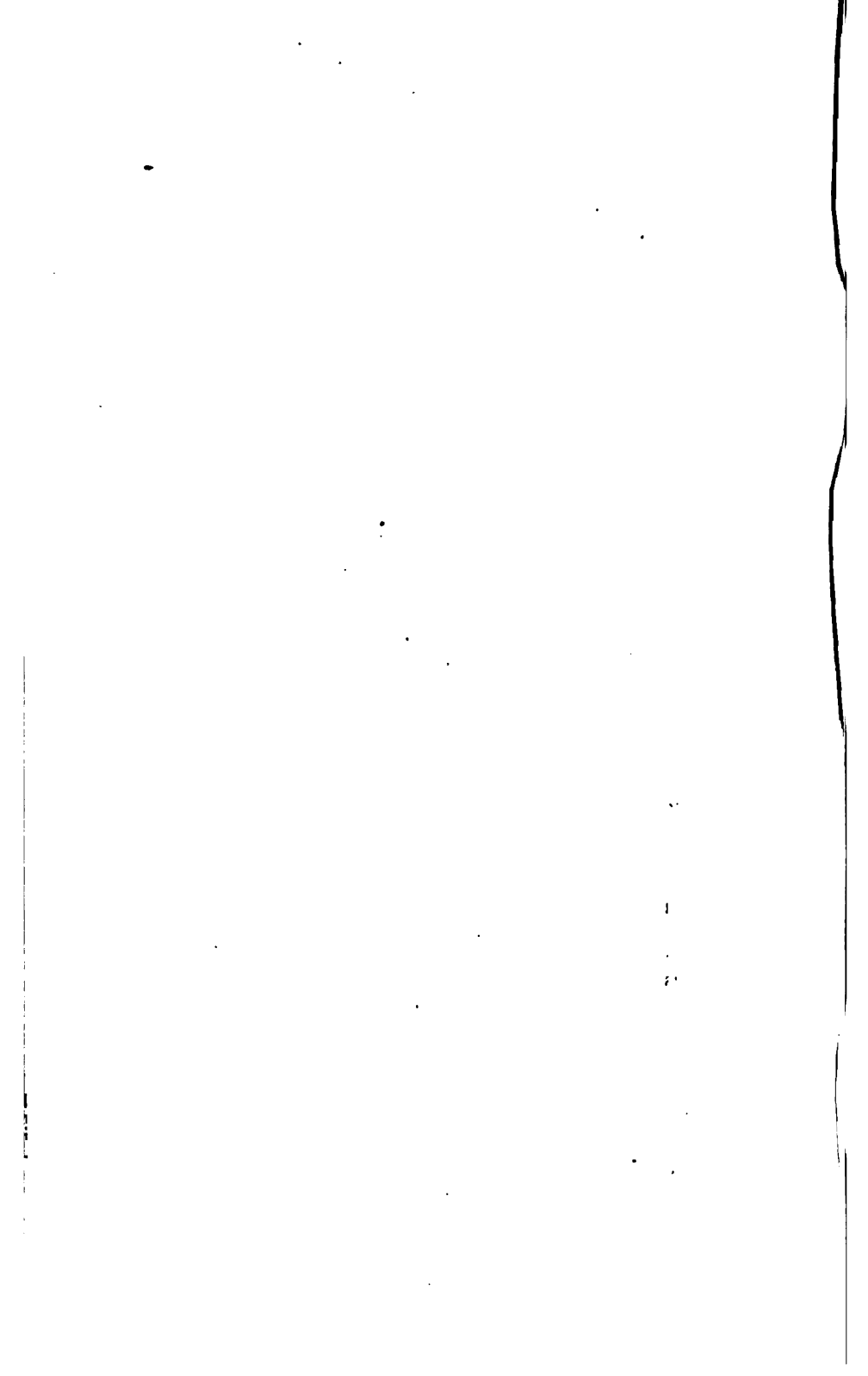
Although aforesaid, private schools other than *Sohlang* and district schools where education in Chinese literature was given, were first established by Christian missionaries to educate Korean boys and girls side by side with the propagation of Christianity, other private schools began gradually to rise about 1899-1900. About the time of the establishment of the Residency-General, following the conclusion of the Japan-Korea Convention in 1905 education came into great popularity, and many schools were established throughout the peninsula, the number totalling more than one thousand. Most of them however, were ill-founded and imperfectly organized. Not only were the teachers inadequate, but text-book also were defective. In short only a few thus established were worthy of the name of the school. In 1906, when the Korean Government carried out reform in the educational system, it avoided suddenly interfering with these schools, but in view of the fact that the establishment of them followed one after another, without showing any improvement and that they taught the students to bear a grudge against the times by mingling education with politics, and by infusing disquieting thoughts in their minds spoiled their future, or that their founders under the pretext of establishing schools, attempted to plunder their neighbours by forced contribution, or made the establishment of their schools the



An Elementary Industrial School, 4.



An Elementary Industrial School, 5.



medium for grasping political power, and so brought about many evils, it was at last found necessary to put a stop to their foundation and enforce control of schools, and this resulted in the Ordinance for the Control of Private Schools being promulgated in August, 1908. The Ordinance provided that the establishment of private schools in Chosen must have permission from the Educational Office, and the schools must be placed under the direction and supervision of the same office. This gave rise to many rumours, and was understanding prevailed that it was a Government attempt to pile private schools, with the result that no application for permission to establish such a school was received after the promulgation of the Ordinance. The authorities endeavoured to make the people wiser anent this point, and thanks to their efforts, the people were gradually brought to understand the real motive underlying the Ordinance, with the result that at the time of annexation, more than 2,200 schools applied for formal recognition. Of these private schools, not a few belonged to different sections of Christianity, some 800 or more of the above-mentioned 2,200 schools being either directly or indirectly managed or taught by foreign missionaries. In Chosen, propagation of Christianity is being actively engaged in and the result is remarkable. Accordingly, the missionaries established schools side by side with their propagation of Christianity, and endeavoured to educate Korean young men and women. The number of these schools was on the increase at one time, but to-day as a natural result of the spread of public common schools, many mission schools have been closed, and in May, 1918, the number decreased to some 300 or thereabout. From

the time of the Korean Government, the control of private schools was much laboured for since some of these schools were impure in the motive of their establishment, used improper text-books, infused disquieting ideas, blew their own trumpets and beat their own drums, drilled the students in military exercises, frequently held joint athletic sports meeting thereby encouraging chanvinism among hot-blooded young men, took from them all soundness and simplicity and the good habits of thrift and diligence. Mission schools managed by foreign missionaries failed not infrequently to come to proper understanding with the Government, with the result that the real intention of the Government was far from grasped by them. Accordingly, the Government endeavoured to enlighten the founders and managers of these schools by showing them the right way to follow, and set forth standard for teaching and model to be followed by the teachers, selected suitable text-books and prohibited the use of improper ones exercised control over the collecting of contributions in order to prevent forced contribution and set forth the ways and means to be followed by schools in case circumstances necessitated such measures. Besides, it was the aim of the Government to have both Government and public schools so complete arrangements, that the real results obtained by them might prove models for private schools and so induce a correct course of action in them. Simultaneously, endeavours were made to secure mutual understanding between the Government and the foreign missionaries, so that they might be brought properly to understand the real aim of the administration of Chosen and engage in the education of Koreans

in accordance with it.

Private schools established under the circumstances showed a tendency to gradual decrease about 1910, as a natural result of the progress of the times and the order of the authorities concerned, while those ill-founded have gradually dropped into financial difficulties with the result that many have either amalgamated with others or have closed their doors. Schools having the national language included in the curriculum gradually increased in number, and the first stage of readjustment and reform set in.

After annexation, greater importance has been attached to the direction and control of private schools. In October, 1911, Regulations for Private Schools were published to supersede the Ordinance controlling Private Schools, and the Government-General appointed School Inspectors and Assistant School Inspectors. They go from time to time on a tour of inspection in the interior, and are commissioned with the direction of government and public Schools and the control of private schools. The provinces have also increased the number of officials in charge of education, and the inspection of educational affairs in the province is steadily carried on. Some private schools showing excellent management have been allowed to convert themselves into public common schools. The number of private Schools has recently remarkably decreased, at the end of May, 1917, it stood at 868. The tendency of private schools to follow the standard of the study of public schools has begun to prevail and improvement made in the quality of education given, and many schools have engaged Japanese teachers.

Section II. Condition of Private Schools.

Up to the end of May, 1917, there were 868 private schools of various grade devoted to the education of Koreans. Of these, 350 were mission schools including religion in their regular course. Compared with the time of the enforcement of the Chosen Educational Ordinance in 1911, the number has decreased by 803, and is practically but one-half the original number. This was principally done to the reform and adjustment carried out by these schools as a result of the enforcement of the new Educational Ordinance and revision in the Regulations for Private Schools and to the fact that some of them were converted into public common schools.

The majority of these private schools aim at the giving of common education, and the period of study is generally fixed at four years each for schools of elementary and higher grade. Twenty-four schools are practically of the higher grade of status; 108 are provide with both elementary and higher courses, while the rest give education of an elementary grade only. The subjects of study followed by these schools are morals, the national language, the Korean language and the Chinese classics, arithmetic, science, singing, gymnastics, sewing and handicraft, industry, etc., these subjects being selected and followed in accordance with the standard of study set forth for public common schools, public high schools, and girls' high schools.

The largest number of private schools is in south Pyongando totalling 164, followed by North Pyongando with 150. South Hamkyongdo comes third with 144 and Kyongkido fourth with 121. South Chonlado has only 11 private



An Elementary Industrial School, 6.



An Elementary Industrial School, 7.

schools and is the last order of the list made in accordance with the number of Private schools.

The total number of teachers at these schools is 1,991, including 278 females and 128 Japanese. This is equal to saying that there are three teachers per school, or one to every sixteen pupils. The Japanese teachers practically occupy $\frac{1}{3}$ of the total number, and are spread over only $\frac{1}{4}$ of the total number of schools. The number of pupils enrolled is put at 19,745 or 21,606 in mission schools and 28,130 in schools other than mission schools. Of these 3,525 are girls, and there are on the average 57 girls per school, or to be more particular, 61 girls in mission schools and 54 in schools other than mission schools.

These schools have up to the date mentioned turned out 4,163 graduates, 1,903 from mission schools and 2,260 from Schools other than mission schools. Of these, 2,251 engage in business at home, and 183 have posts in Government or public offices, banks or companies, while 1,570 are pursuing their studies in schools of higher grade, 279 in Government schools, 154 in industrial schools, and 1,137 in private schools. Thirty-five pursue their studies in the mother country. Of 124 others, four were dead while the occupation of the rest is not known exactly.

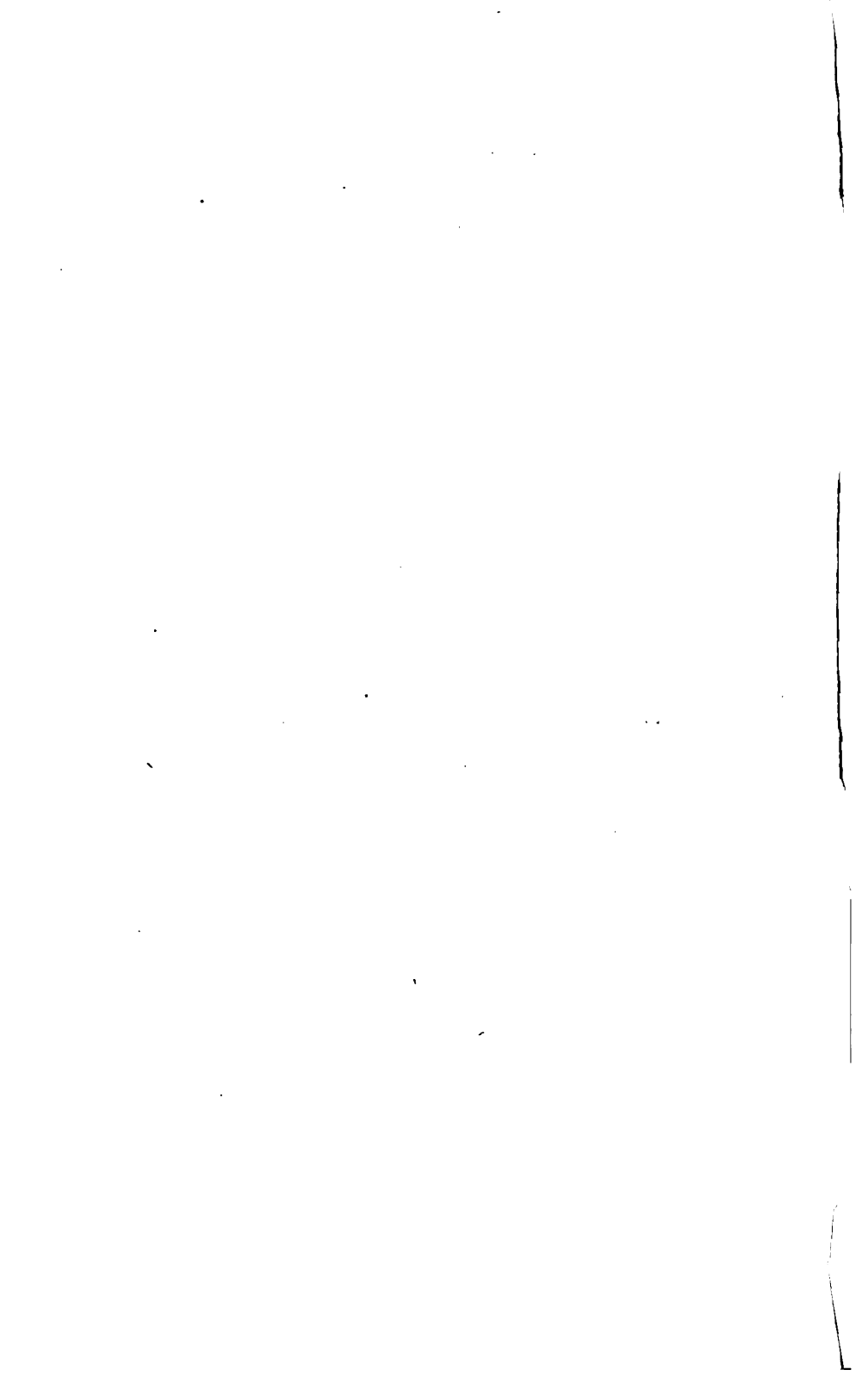
The annual expenditure totals 583,984 *yen*, or 289,179 *yen* for mission schools and 294,805 *yen*, for schools other than mission schools. This is 673 *yen* per school on an average, and 11.80 *yen* per pupils. Of the resources covering this expenditure, 41,946 *yen* is income from the arable land belong to the schools, 117,110 *yen*, from funds, 95,470 *yen* from the private purse of the founders, 145,388 *yen* is

subsidies from missions, 79,467 *yen* is school fees 58,099 *yen* subscriptions and 46,504 *yen* income from miscellaneous sources.

Generally speaking, in accordance with the progress of the times, and the promotion of improvement in arrangements, imperfect private schools have gradually died out, and the only comparatively good ones survive. The surviving schools except a new under special conditions, now followed the standard of study and text-books of public common schools, public high schools, and girls' high schools. Some of them have even gone the length of converting their organization into that of the schools above-mentioned, or of removing the teaching of the Bible from the curriculum, thereby becoming schools other than religious. The quality of the teachers too has also much improved, thanks to the enforcement of the examination system for persons desiring to become teachers, and the holding of special classes for teachers, etc. The suitable direction given by Directors of local Government and public schools is largely responsible for the welcome result, and is much to be appreciated. The following table shows the number of teachers and students of private schools in different provinces and the expenditure incurred in running them, prepared on the basis of reports giving their condition for May, 1917, in accordance with the Regulations for Private Schools No. 16.

TABLE SHO

Province	Natural School
Kyongki	Secular Religious
North Choongchong	Secular Religious
South ,, 	Secular Religious
North Cholla	Secular Religious
South ,, 	Secular Religious
North Kyongang	Secular Religious
South ,, 	Secular Religious
Whanghai.....	Secular Religious
South Pyongan.....	Secular Religious
North ,, 	Secular Religious
Kangwon	Secular Religious
South Hamkyong	Secular Religious
North ,, 	Secular Religious
Total	Secular Religious
At the End of May, 1916..	Secular Religious
" " " " " 1915...	Secular Religious
" " " " " 1914...	Secular Religious
" " " " " 1913...	Secular Religious
" " " " " 1912...	Secular Religious



CHAPTER VII.

SOHTANG.

Sohtang (old-fashioned village schools) are elementary educational organs found in almost every village and town throughout Chosen. Though not as numerous as in former days, there still exists quite a large number of them. Only the reading of Chinese books is taught in these old-fashioned schools and in rare cases calligraphy is also taught but knowledge useful to daily life is scarcely given. These schools date from very remote days and their organizations vary greatly. Generally speaking, however, they may be classed into four, namely: (1) those established by *Yangpan* and wealthy people for the purpose of educating their children and those of their relatives by engaging teachers, (2) those established by people in general for the purpose of the education of their children by providing school buildings and engaging teachers, all contributing their share to the expenditure, (3) those established by teachers themselves in their own houses in order to obtain means of livelihood or for enjoyment, and (4) those having no fixed buildings, but taught at convenient places by circuit teachers. Of these, those established by teachers themselves for obtaining a livelihood are most numerous and most of the *Sohtang* now existing in Chosen belong to this class.

Instruction in *Sohtang* is generally given in narrow rooms and only the reading of easy Chinese books is taught. They are far from being schools in which useful knowledge

is imported. On account, however, of the insufficiency of modern organs for common education, their entire abolition is not considered advisable, as it will mean the loss by many thousands of Korean children of the only means of receiving something of education. Not only that, these primitive schools are better than some incomplete and unhealthy former private schools, in that the former do less harm than the latter. For this reason, with regard to them the former Korean Government did nothing further than to issue instruction for remedying certain evils found in them and since annexation the authorities have still pursued this policy, wishing to guide and improve them gradually. With this idea, the authorities issued instruction to provincial authorities not to take any radical measures in dealing with *Sohtang*. In the Instruction issued in connection with the enforcement of the Chosen Educational Orderance this idea is clearly shown as follows:—

“With regard to *Sohtang* any radical measures should not be taken concerning the present condition of the education carried on therein. These institutions have existed for a long time and in as much as the institutions for common education are not as yet thoroughly provided an attempt aimed at their reform or abolition is not a measure agreeable to the present popular condition. Their real conditions should be studied and they should be slowly guided and developed.”

It may be mentioned that schools of this class existing in localities in which Public Common Schools exist, have in some instances introduced more or less reform, and added the national language and arithmetic to the subjects



An Elementary Industrial School, 8.



An Elementary Industrial School, 9.

taught. There are also some which are in close connection with Public Common Schools, and some teachers have attended the classes for Korean teachers held by the province. The general tendency of *Sohtang* is, however, along the same line as of old. In view of the fact that the various educational arrangements are steadily on the way to completion, the number of schools established gradually increased their quality yearly being improved, and that the times and the popular standard of knowledge and living have steadily progressed, Regulations for *Sohtang* were published in February, 1918, and by simple provisions showed the standard for the control of *Sohtang* with regard to their establishment and abolition.

To quote from the instruction published anent the Regulations mentioned :—

(1) As hitherto there shall be a refraining from urging radical improvements on *Sohtang* or forcing their abolition or amalgamation. Especially shall particular attention be paid not to err in methods dealing with *Sohtang*, in localities where the popular standard of knowledge and living is low, and organs for common education are not universal. Even with regard to such *Sohtang* as are capable of improvement, guidance shall be exerted to effect improvement within the limit of practicability only, taking in consideration the real conditions.

(2) *Sohtang* is not practically a regular school, so it is not proper for a *Sohtang* to take in many, pupils, from classes in accordance with years or terms and teach different subject accordingly. The number of pupils of a *Sohtang*, therefore, shall be fixed at 30 at most and *Sohtang* already

existing shall gradually be induced to follow the standard with regard to the number of pupils. As for the subject of teaching in *Sohtang*, it has hitherto generally been confined to the reading of Chinese classics, as it is necessary to induce the teaching of the national language and arithmetic, in accordance with the conditions of the place and the *Sohtang* itself. Care must be taken to exercise efficient control over such schools pretending to be *Sohtang* and thus evade control under the Regulations controlling private schools.

(3) There are some teachers of *Sohtang* who are bigots and ignorant of the trend of the times. Endeavours shall be made to enlighten them, at the same time keeping a watch over their speech and actions, and suitable control over them. Along with this, Masters of Public Common Schools shall frequently be caused to visit *Sohtang* for inspection, and teachers of *Sohtang* shall frequently be assembled and given lessons in necessary matters, either by holding special classes for them or by other means.

(4) Although it is not requisite for *Sohtang* to use text books beyond those customarily in use yet some of them in use are not up to the progress of the times or equal to the scholarship attained by pupils. With this in view, a list is here given of books considered suitable for use in *Sohtang*. *Sohtang* shall be induced to select from it their text books and to avoid the use of prohibited or improper books:—

Senjimon 千字文 (Chyonjamun); Ruigo 類合 (Yuhap); Keimōhen 啓蒙編 (Kyongmong-I'yon); Gekimō-Yōketsu 擊蒙要訣 (Kyongmong-Yokyō); Shōgaku 小學 (Sohhak); Kōkyō

孝經 (Hyokyong); Shisho 四書 (The Four Books); Sankyō 三經 (Samkyong); Tsugan 通鑑 (Tonggam); Kobunshinpō 古文眞寶 (Komun-Chimbo); Meishin-Hōkan 明心寶鑑 (Myongsim Pōkam); Bunshō-Kihan 文章規範 (Munjang-Kyubom); Tōsō-Hakkabun-Tokuhon 唐宋八家文讀本 (Tangsong-Palkamun-Tokpon); Tōshi 東詩 (Tongsi); Tōshi 唐詩 (Tangsi); Hōchō 法帖 (Popchop); and Text Books compiled by the Governmen-General of Chosen.

TABLE SHOWING CONDITIONS OF SOHTANG.

(EXISTING AT THE END OF MARCH, 1918)

Province	No. of Sohtang	No. of Teachers	No. of Pupils			Expenditure
			Boys	Girls	Total	
Kyongki	2,463	2,490	25,209	186	25,395	152,077
North Chungchong	861	836	5,853	—	5,853	24,409
South „	1,425	1,438	10,298	3	10,301	68,401
North Cholla	1,388	1,400	11,369	19	11,388	62,269
South „	2,674	2,709	35,815	1	35,816	106,537
North Kyongsang...	1,625	1,633	13,499	14	13,513	85,731
South „	1,923	1,926	21,113	24	21,137	87,218
Whanghae	3,178	3,194	34,224	368	34,592	266,649
South Pyongan.....	1,764	1,765	22,408	9	22,417	86,084
North „	2,207	2,228	31,989	78	32,067	134,772
Kangwon	2,203	2,239	18,892	55	18,947	94,090
South Hamkyong...	2,039	2,087	25,248	2	25,250	71,146
North „	544	575	8,106	53	8,159	31,133
Total	24,294	24,520	264,023	812	264,835	1,148,516
Fiscal Year 1916...	25,486	25,831	258,614	917	259,531	864,504
„ „ 1915...	23,441	23,674	229,028	522	229,550	734,207
„ „ 1914...	21,358	21,570	203,864	297	204,161	687,961
„ „ 1913...	20,468	10,807	195,298	391	195,689	706,724
„ „ 1912...	18,238	18,435	168,728	349	169,077	591,476
„ „ 1911...	16,540	16,711	141,034	570	141,604	166,214

CHAPTER VIII.

TEXT BOOKS.

Section I. Compilation and Publication of Text Books.

The Compilation of text books for schools was started by the Government General immediately after the settlement of the organic regulations of education, and the standard of study for each school, consequent upon the promulgation of Chosen. Educational Ordinance in August, 1911 and the framing of regulations for common schools, high schools, girls' high schools and industrial schools in October of the same year, it being decided to compile first of all text books for common schools, followed by those for other schools. Along with the steady spread of organs for giving higher common education, industrial education, and special education, text books suitable for these schools became urgently needed, with the result that these were compiled as early as possible, and up to date compilation of text books for common schools has all but been finished, and those for agricultural schools also, including books relating to different branches of agriculture. As for text books for other schools, only a part has been published.

1. Text Books for Common Schools.

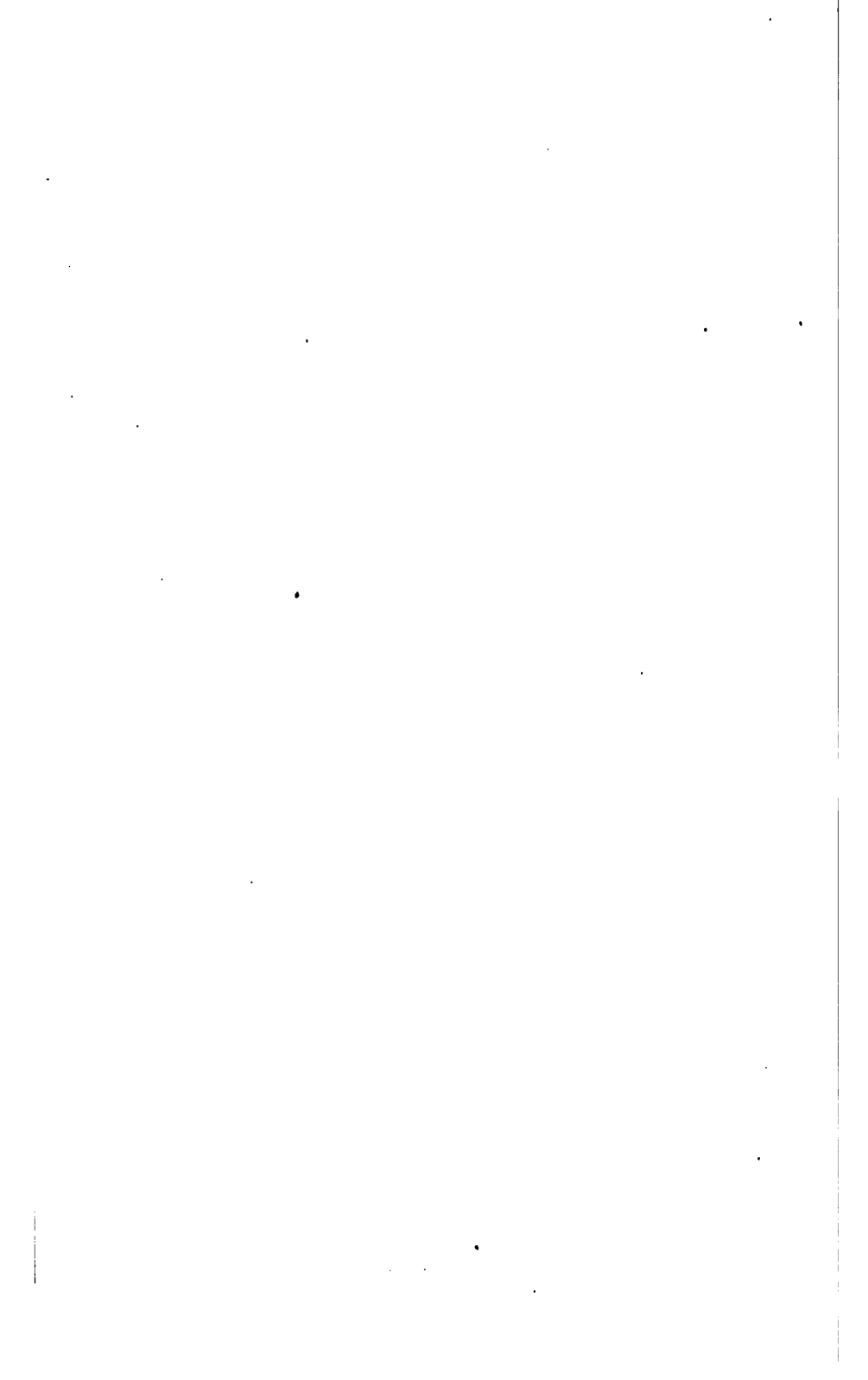
The text books used by common schools at the time of annexation were compiled by the defunct Korean Government, and were not up to the progress of the times, so



An Elementary Industrial School, 10.



An Elementary Fisheries School.



revision was quickly introduced in them and the revised editions were used from the beginning of 1911. At the same time, the compilation of new text books was started. The work was begun with the national language readers to be followed by other text books, and in December, 1912, parts of the national language readers were put into publication, and in June, 1913, parts of the books of morals were also published. On the completion of compilation, these text books were put to press in rapid succession for the use of common schools, so as to take this place of old text books. At present all text books for that purpose, other than two volumes of text books arithmetic intended for the use of pupils of the third and fourth years, and four volumes of text books of drawing have been compiled.

The cardinal features of these text books are as follows :—

(a) The text books for common schools are written in Japanese, those dealing with the Korean language and the Chinese classics being the only exception.

(b) As the subjects for study provided for common schools do not include geography and history, the general outlines of the history and geography of Japan are made to form the subject matter of the national language (Japanese) readers, and the outlines of the geography of Chosen (Korea) the subject matter of the reader in the Korean language and in the Chinese classics.

(c) All descriptions in these text books are given in the spoken language, except the National Language Readers vols. 7 and 8 in which the written style is used side by side with the spoken style.

(d) The National Language Readers Vols. 7 and 8 are specially written with the assistance of the time-honoured *kana* so as to acquaint the pupils with the use of *kana*.

(e) The text of these books is somewhat heavier than that of text books for primary schools for Japanese children, and questions for exercises, are added, placing importance on the exercise thus given for practical application of the knowledge taught.

2. Text Books for High Schools and Schools of Similar Grade.

At annexation, the utmost difficulty was experienced by High Schools and schools of similar grade with regard to text books. For as aforesaid, common schools were provided with substitutes for regular text books, but there were scarcely any suitable text books for schools of higher grade. In order to meet to urgent requirements, the Government-General started the compilation of text books for higher schools. The work was began with the national language readers, gradually to be followed by books of other branches of study, and the new national language readers were published and put into use in 1912 fiscal year.

3. Text Books for Special Schools.

In 1916 fiscal year, some Government Special Schools were established, while special schools under private management were also beginning to rise. It is not necessarily required of these special schools to use text books, but teaching may be pursued by means of lectures. As it is, however, it was thought more advisable to have them

use text books for morals, the national language and other subjects common to all schools. Accordingly, the compilation of these books was pushed through, and in 1917 fiscal year, the National Language Readers for Special Schools, composed of three volumes were published.

4. Text Books for Agricultural Schools.

Agricultural arrangements are to be provided in accordance with the weather and climate of the locality. Accordingly, the agricultural methods pursued in the mother country can not be pursued in Chosen without alteration. Nor is it infrequent that methods taught at school are an utter failure, when really put into practice. Such is most carefully to be avoided regarding the education in Chosen, which chiefly aims at practical use. The Government-General has accordingly found it necessary to formulate epitomes of instruction in agricultural schools, and in February, 1913, essential subjects for teaching in agricultural schools and elementary agricultural schools were determined by instruction no 4. Along with this, text books were compiled in accordance with the provisions, and the publication of text books of each branch of agriculture, science and fishing was effected in rapid succession, and these books were in use by schools in 1914 fiscal year. The following are the points to which special attention was paid in the compilation of text books for agricultural schools :—

(a) Matters treated must not run counter with the industrial policy of the Government-General and arrangements by provincial offices.

(b) The books must not only serve as text books for

use in classes, but as reliable guides for practical agriculture after the graduation of pupils from the schools. With this in view, each book was made to give detailed explanation, and to treat all necessary subjects.

5. *Books for Popular Education.*

The Government-General has also found it necessary to compile books for popular reading, so that they may prove a medicine for social education independently of school education. Accordingly, it started the compilation of books describing matters regarding the Imperial Household and the polity of the Empire of Japan, geography, history, customs and habits of Japan, matters helpful to the promotion of self conception as Japanese, matters aiming at the promotion of friendship between Japanese and Koreans, and matters describing good traits and customs of Korea, Korean folkloves and fairy tales, etc., and in 1917 fiscal year, *Soa Huapyon* (Pictorial Book for Children) Vol. 1, intended for Korean children not yet eligible for schools was published and distributed. This made the first publication of the series above mentioned. It is intended that the compilation and publication of these books shall follow in sections, such as those intended for children not yet eligible for common schools, those intended for graduates of common schools, those written in *seummun* only and intended for home reading in general and those intended for special purposes.

Section II. Distribution and Sale of Text books.

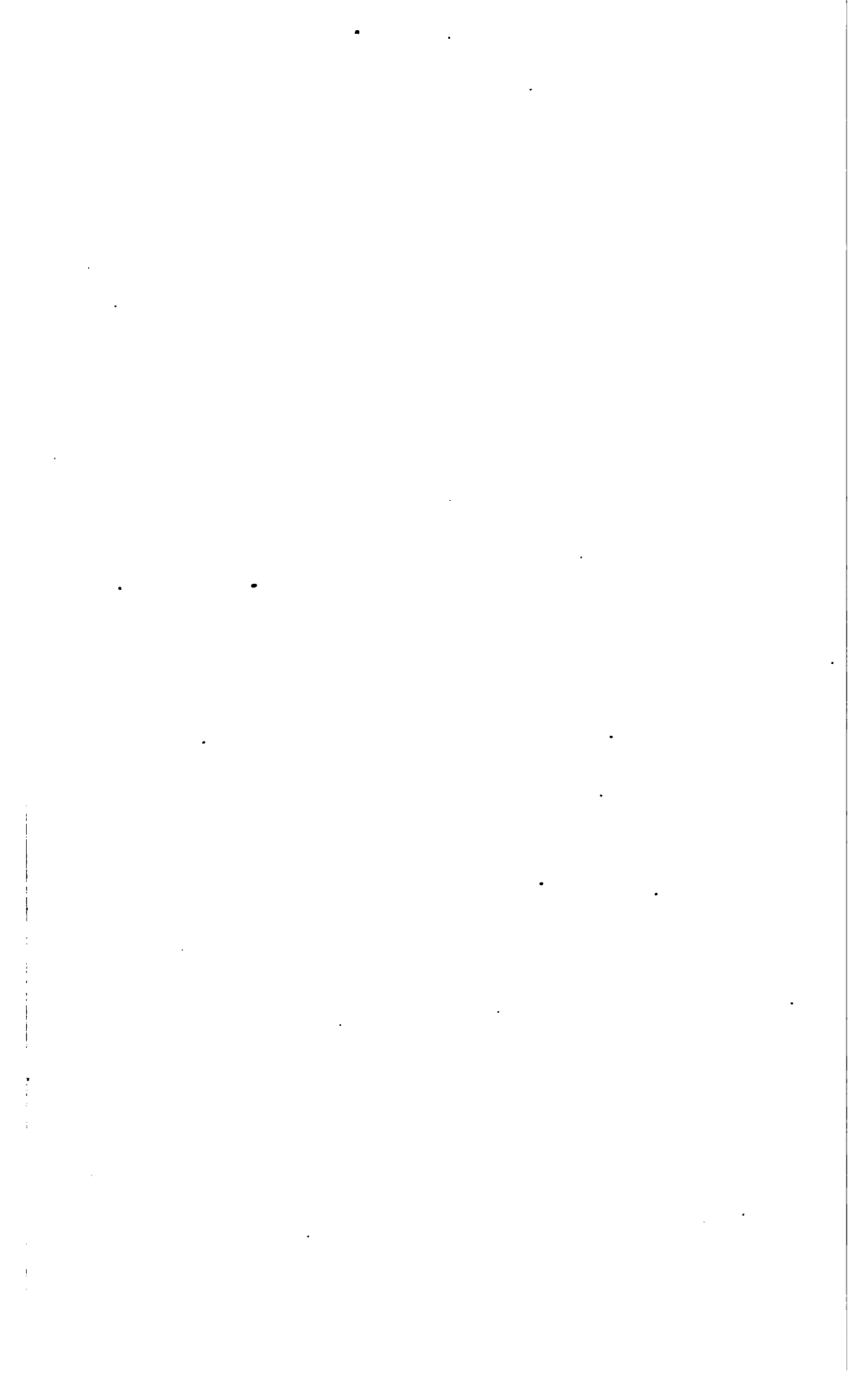
In consideration of popular conditions and in view of



The Special School of Agriculture and Dendrology, Suigen, 1.



The Special School of Agriculture and Dendrology, Suigen, 2.



the necessity of encouraging education among Koreans, text books were supplied free of charge to Government and public schools and lent to pupils for same time before and after annexation. Since 1913 however, pupils have been required to buy text books for themselves, as far as possible and this step having been steadily followed, pupils have gradually become to buy them, with the result that in 1917 fiscal year, the percentage of such pupils reached more than a half of the entire number. The Government-General has caused the text books compiled and published by itself to be sold as cheap as possible from the first time it started the work, so that those for common schools are sold at six *sen* a copy, on an average, and those for schools of higher grades and for agricultural schools at 13 *sen*, these books to be sold by sellers recognized by the Government-General only. Thanks to the spread of educational organs for Koreans and the gradual increase in the use of these text books by private schools, the demands for them has increased year by year. Along with the gradual increase in the number of common school pupils buying the text books for themselves, the number of sellers has increased by degrees, it being put at 400, and more at the end of 1918 fiscal year. The following table shows the number of text books printed, distributed and sold, during 1915 fiscal year and the next two years :—

	Printed.	Sold.	Distributed.	Delivered.
1915	859,000	496,314	217,869	168,586
1916	823,000	629,793	98,545	89,116
1917	869,000	759,839	86,902	39,679

*Section III. Official Examination and Approval
of Text Books.*

Prior to annexation, there used to be regulations providing for the official examination of books for use in schools. Revision was introduced in the regulations in 1912 and books in use up to that date were classified and adjusted. Of late there are but few applications for official examination of books intended for school use, and this is principally because the use of text books officially compiled has gradually become general. Common Schools are required by the regulations to use text books compiled by the Government-General, while other schools, Government, public or private, are required to use text books compiled or approved by the Government-General. In case such text books are used, the schools are simply required to make report of it, but in case other books are used approval of the Government-General must first be obtained. In giving approval, the contents of books are closely examined, and books containing in whatever degree objectionable material, words or phrases are prohibited use by the schools. At the same time, text books compiled by the Government have been published, at short intervals and then use encouraged, with the result that at present few private schools use text books other than those so compiled.

Section IV. Text Books Published by Government-General.

BOOKS FOR COMMON-SCHOOLS OR SCHOOLS
OF SIMILAR GRADE.

Name	Vol.
Morals. For the use of Pupils.	4

Morals. For the use of Teachers.	4
„ „ „ „ „ Pupils Translated into <i>Eummun.</i>	4
Wall Illustrations for Morals. For Four Classes.	
National Language Readers. „ „ „	8
Korean Language Readers	
and Chinese Classics. „ „ „	4
Copy Books. „ „ „	4
Arithmetics. For the Use of Pupils of 2 year Class.	
Arithmetic on Abacus. For the Use of Teachers.	1
Science. For the Use of Pupils.	2
„ For the Use of Teachers.	2
Agriculture. For the Use of Pupils.	2
„ Written in <i>Eummun.</i> For the Use of Pupils.	2
Songs.	1
„ Written in Roman Characters.	1
Gymnastics.	1

BOOKS FOR HIGH SCHOOLS OR SCHOOLS OF
SIMILAR GRADE.

Morals.	Vol.	1
Higher Morals.		4
Higher National Language Readers.		8
The Japanese Spoken Language and Grammar.		1
Arithmetic. For the Use of Teachers.		4
Biology. For the Use of Teachers.		1
Science. For the Use of Pupils.		2
„ For the Use of Teachers.		2
Agriculture. For the Use of Pupils.		2
„ Written in <i>Eummun.</i>		2
Songs.		1

Songs in Roman Characters.	I
Gymnastics.	I

TEXT BOOKS FOR HIGHER COMMON SCHOOLS OR SCHOOLS
OF SIMILAR GRADE.

Name	Vol.
Morals.	I
Higher Morals.	4

BOOKS FOR SPECIAL SCHOOLS.

National Language Readers for Special Schools.	3
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BOOKS FOR POPULAR EDUCATION.

Pictorial Books for Children.	Vol. I
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BOOKS FOR INDUSTRIAL SCHOOLS.

National Language Readers for Industrial Schools.	Vol. I and 2
Agricultural Products, General Treatise.	I
Ditto Special Treatise.	I
Ditto Treatise on Horticultural Products.	I
Diseases of Agricultural Products and Damage. by Insects.	I
Fertilizers.	I
Soils and Agricultural Implements.	I
Sericulture.	
Plantation of the Mulberry and Rearing of the Worm.	I
Ditto.	
Biology and Pathology of the Worm.	I
Live-Stock.	



The Special School of Agriculture and Dendrology, Suigen, 3.



The Special School of Technical Industry, Seoul, 1.

Preparation of Agricultural Products.	I
Forestry.	
Afforestation.	
Ditto.	
Protection of Forests and Measuring of Trees.	I
Surveying.	I
Agricultural Economy and Judicial Regulations.	I
Science, adapted to Agricultural Students, Botany, Zoology and Biology.	I
Ditto.	
Science, Meteorology and Chemistry.	I
Water Products.	
General Treatise on Water Products.	I
Ditto.	
Special Treatise on Water Products.	I

MISCELLANEOUS BOOKS.

Commentary on the Imperial Rescript on Education.	
Higher Korean Language Readers and the Chinese Classics.	4
Copybooks.	2
History of the world.	I
Geography of Japan.	I
Geography of Japan, written in <i>Eummun</i> .	I
Maps for the Above.	I
Physical Geography.	I
Pedagogy.	I
Legislature and Political Economy.	
Part I. Legislature.	I
Ditto.	

Part II. Political Economy.

FOR REFERENCE BY SCHOOL TEACHERS.

Method of Teaching the National Language.	I
National Language Reader for Short Course compiled for the Use of Summer Classes.	I
Korean Grammar and Conversation Compiled for the Use of Summer Classes.	I

WALL MAPS FOR SCHOOLS.

Sectional Map of Japan: Chosen (Korea) Map of the
Two Hemispheres.

FOR THE USE OF HIGH SCHOOLS.

Wall Map of Japan: Communications.	
" " " " Topographical Features.	
" " " " Central Provinces.	
Wall Map of Japan: Middle Region.	
" " " " Kwanto Region.	
" " " " Oh-u Region.	
" " " " Chuzoku and Shikoku.	
" " " " Hokkaidō.	
" " " " Kyūshū (Part I.).	
" " " " Chosen (Korea).	
" " " " Formosa.	
" " " " Saghalien.	
Wall Map of Asia.	
" " " South America.	
" " " Australaria.	
" " " North America.	

Wall Map of Europe.

Wall Map of Japan: Military and Naval Defence.

BOOKS FOR PRIMARY SCHOOLS FOR JAPANESE.

Agriculture for Lower Course.	2
” ” Upper Course.	2
Gymnastics.	1

CHAPTER IX

KOREANS STUDYING IN JAPAN.

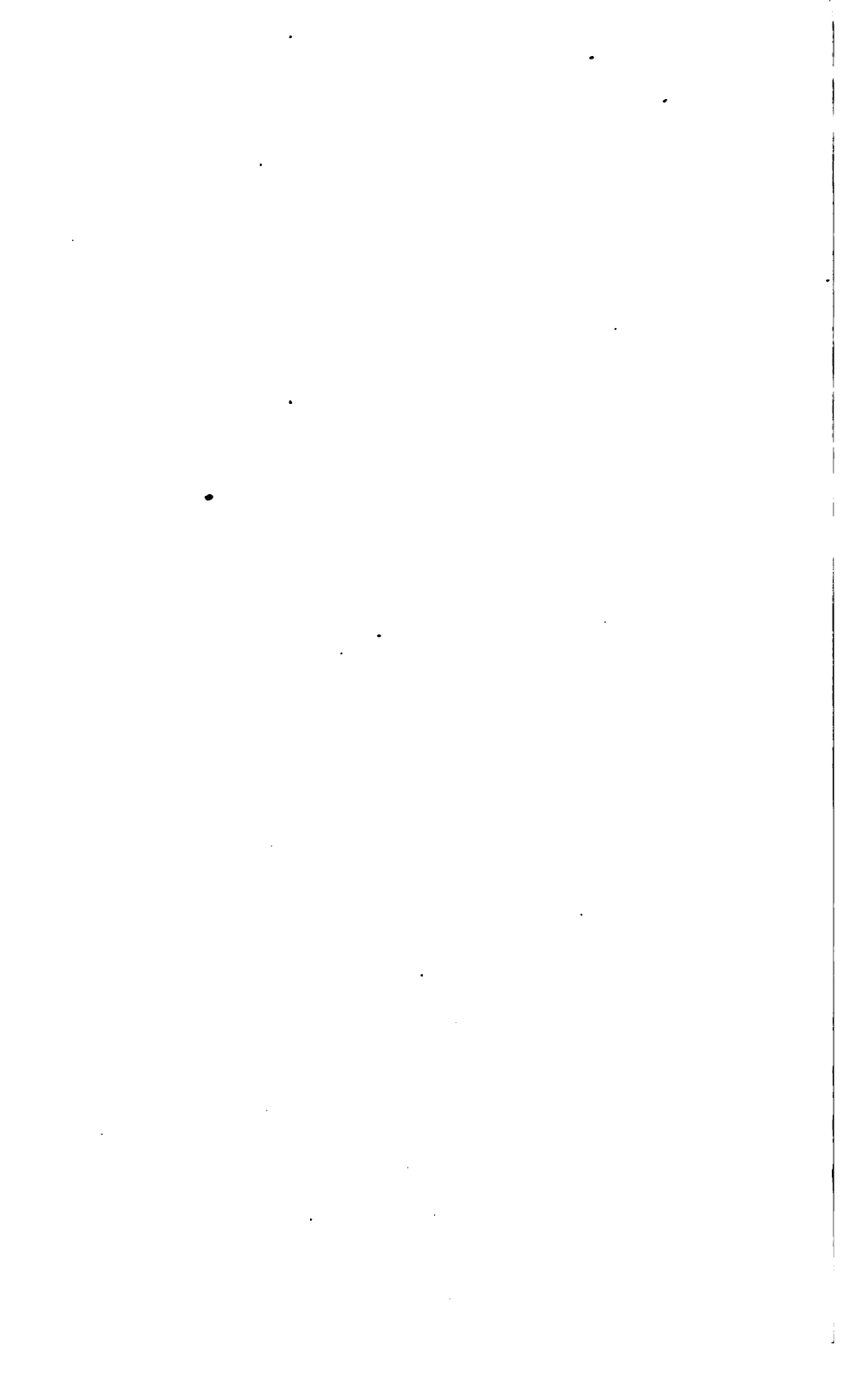
Korean students were first sent to Japan to prosecute their studies at Government expense by the former Korean Government. The expenses were originally met by the Imperial Household Department, but afterward they devolved upon the Educational Department. Regulations for such students were then framed and published in which matters concerning the method of selecting the students, the supply of necessary funds to them, the duties required of the students, etc., were determined. The number of students to be sent to Japan at Government expense was fixed at 50 who were selected by examination. Besides, some 400 students also studied in Japan at their own expense. Some of these students, however, not infrequently went beyond the behaviour expected of students, and neglecting their studies spoilt their future. In view of this fact, the Government sent to Tokyo a superintendent, charging him with the control of these students. After the annexation, more attention was given to the selection and superintendence of Korean students going to Japan, and in June 1911, revision was made in the regulations controlling them, and new regulations providing for the control of students sent to Japan by the Government-General were published. At the same time, rules providing for the superintendence of such students were determined, and a Japanese superintendent was appointed in addition to the Korean superintendent, so that



The Special School of Technical Industry, Seoul, 2.



The Special School of Medicine, Seoul.



the students might be controlled much more thoroughly than hitherto, and be induced to devote themselves entirely to study. It is, however, a matter of regret that in spite of the fact that special schools for various branches of learning have since been established in Chosen, and their arrangements gradually completed, so much so that there is now scarcely any need for Korean students specially to study in Japan, not a few of them go there without thorough preparation, and being denied admittance to the desired school on account of insufficiency of scholarship, are obliged to enter a school giving a common education in order to reach the required standard. It is also to be regretted that young men, whose characters are not firmly enough established are made to face the dark side of the world, and some times become indoctrinated with unhealthy ideas, and cease to study or else allow themselves to fall victims to temptation. Their proper control and superintendence are being most carefully attended to by the authorities concerned.

TABLE SHOWING NUMBER OF KOREAN STUDY-
ING IN JAPAN AT GOVERNMENT OR PRIVATE
EXPENSE, AND SUBJECT STUDIED BY THEM.

(EXISTING AT THE END OF DECEMBER, 1918).

Subject Studied			
Engineering.....	7	22	29
Commerce.....	2	19	21
Agriculture and Dendrology.....	6	21	27
Ministry.....	2	—	2
Medicine.....	9	19	28
Law and Economy.....	—	196	196
Education.....	7	4	11
Others.....	3	453	456
Total.....	36	734	770

REMARKS By "Others" students studying subjects for ordinary knowledge and preparing to enter higher schools are meant.

CHAPTER X

KEIGAKU-IN.

The Keigaku-In is a Government institution under the control of the Chosen Government-General, the object of which is the study of the Chinese classics, and the conducting of religious services for Confucious, and thereby contribute to the improvement of customs. Regulations for the institution were promulgated in June, 1911, and the institution was established in Seoul in September, the same year, the building of the former *Songkiun Kwan* being used for the purpose. The *Songkiun Kwan* is an institution of very old standing, and has so far continued to be the object of deep esteem by successive dynasties, as a sacred shrine dedicated to old sages, and as the highest school for the education of scholars. As an educational organ, the *Songkiun Kwan* has already lost its *raison d'être*, but the necessity of deifying old sages with a view to effecting the moral cultivation of the people, has become much more acute, and on this account the *Keigaku-In* has superseded the *Songkiun Kwan*. Lecturers are appointed to the *Keigaku-In*, being selected from among provincial *literati* of rich knowledge and moral influence. Other faculties are also appointed to manage the affairs of the institution. The late Emperor Meiji was graciously pleased to grant to the institution a sum of 250,000 *yen* from the state-coffers to form the fund of the institution, so that it is practically maintained by the interest accruing therefrom. On the occasion

of the establishment of the *Keigaku-In*, the Governor-General of Chosen specially issued an instruction to make plain the object of the institution; pointing out the gracious Imperial will, and urging the faculties and lecturers to make themselves models for the people, so that they might contribute to the moral improvement of the public. The following is a translation of the instruction :—

“As shown by the regulations, the *Keigaku-In* has been established with a view to studying the Chinese classics, and conducting services at the Confucian shrine in Seoul, thereby to help forward improvement in the culture of the people. By so doing, the Government intends not only to show respect to old men of virtue and high character, and thereby encourage the good custom of holding in high esteem Confucian *literati* and men of learning, but also to go a step further and contribute to the promotion of virtues and the cultivation of morals. The duties expected of it are indeed big and heavy.

“The doctrine taught by Confucius and Mencius is founded on the principles of benevolence, righteousness loyalty, and filial piety, and values personal practice. Idle living and vain arguments sometimes indulged in by some Confucian scholars are evils not approved of by the founder of the doctrine. His Majesty has now graciously been pleased to grant a sum of 250,000 *yen* to provide the fund of the *Keigaku-In*, and there is certainly no body who is not impressed with the gracious behest of His Majesty. It is sincerely required of the functionaries and lecturers of the institution not to be satisfied with merely reading books and conducting Confucian festivals, but to endeavour to

make themselves models for their neighbours to rectify their evils, and promote their good habits and thus promote the culture of the public at large."

The *Keigoku-ka* conducts Confucian festivals twice a year. It gives a regular lecture every month, issues an organ periodically, and gives itinerant lectures so as to preserve good customs among the people.

CHAPTER XI

EDUCATIONAL EXPENSES.

Along with rapid development of arrangements with regard to the education of Koreans after annexation, general educational expenses have remarkably increased. Changes in organization and enlargement of arrangements of public schools have induced increases in their annual expenditure, while the increase in the number of common schools, industrial schools, and other schools has also helped to swell the annual amount. The following will give a general idea concerning the outlays from the national coffers, the interest of the Imperial grant, and the outlays from local funds, these providing the greater portion of the educational expenditure.

I. Defrayment from the National coffers.

The following table shows the educational budget of the former Korean Government prior to annexation, or in 1910, and budgets for the following years up to 1918:

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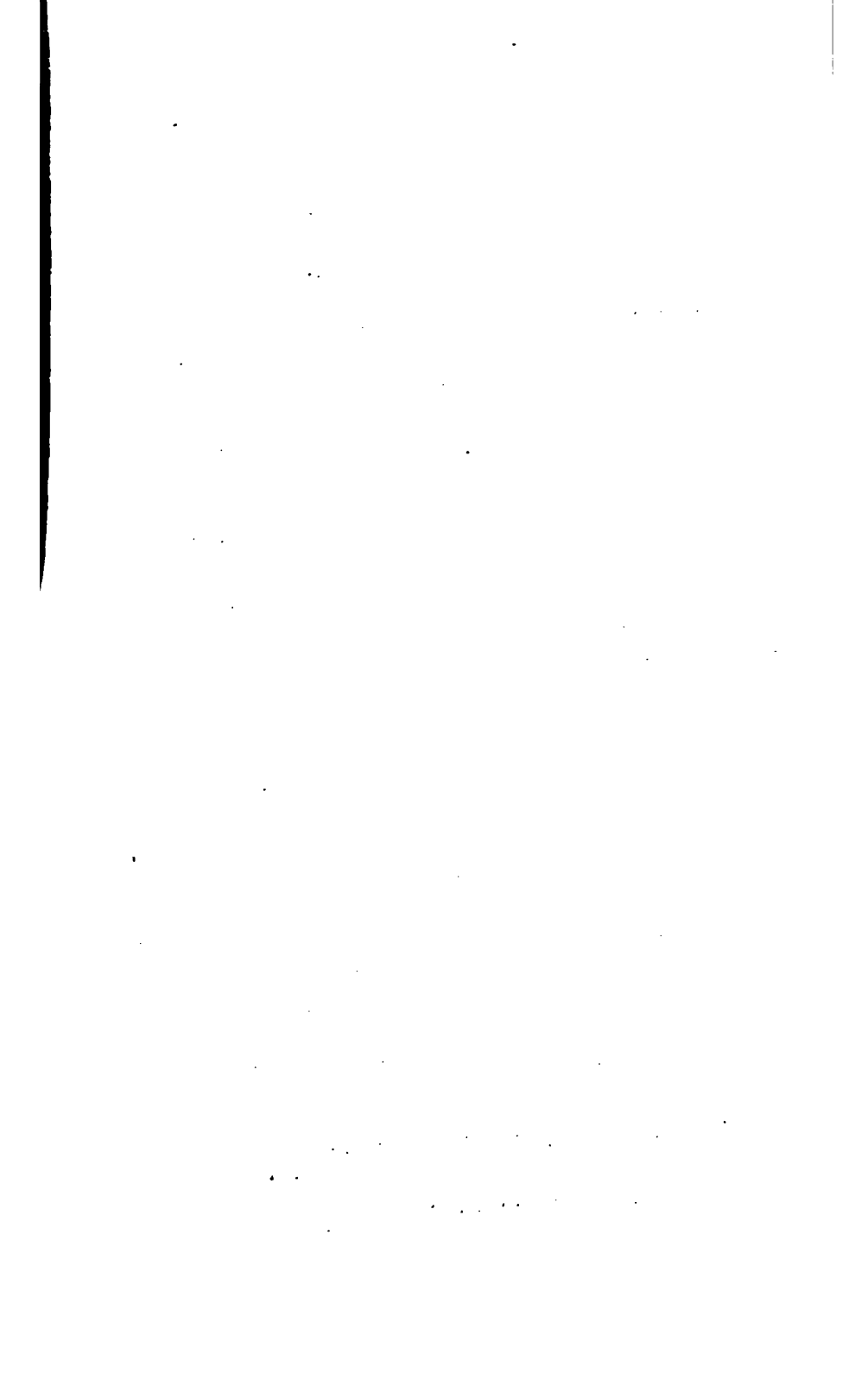
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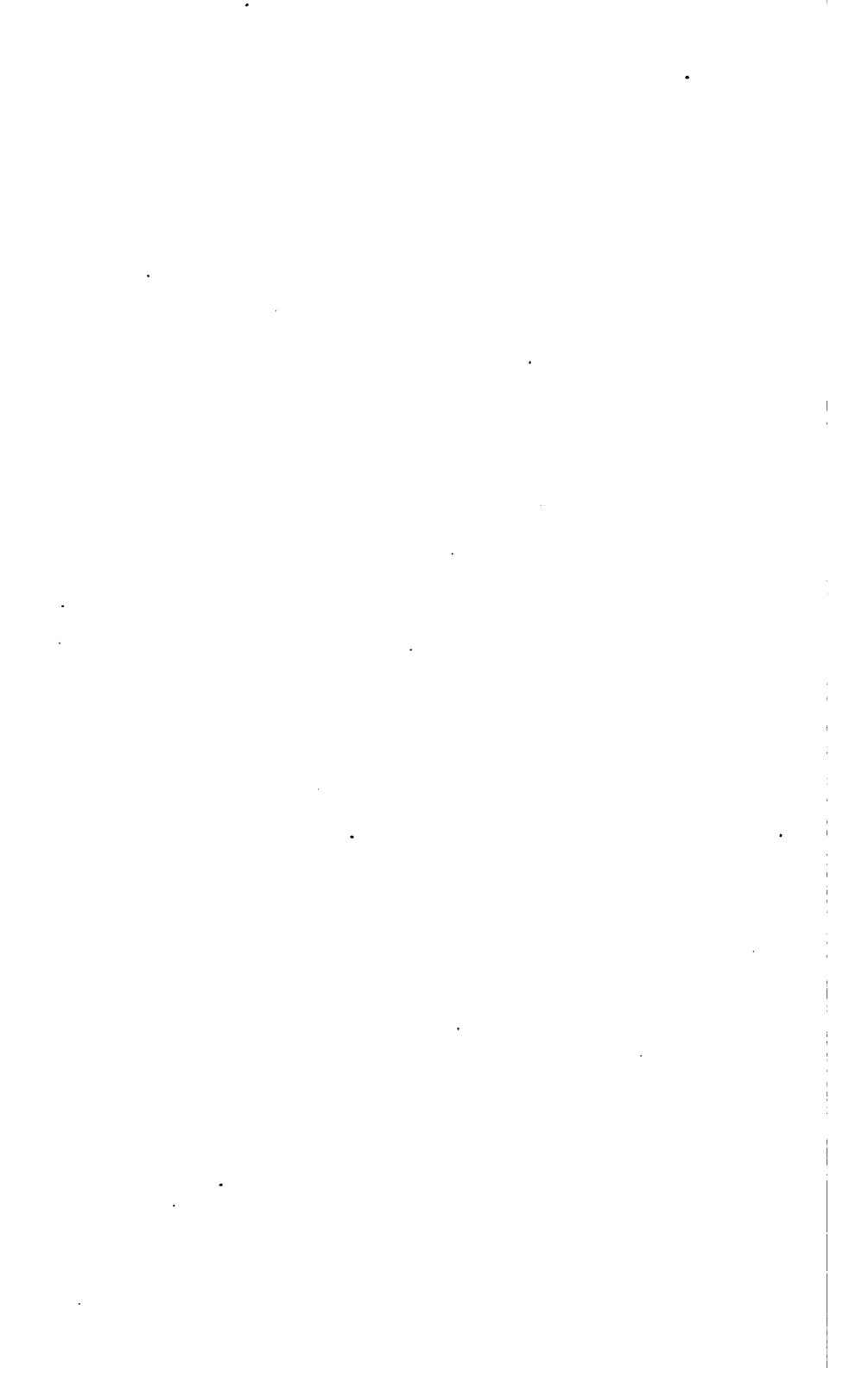
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*2. Interest of Imperial Grant for Promotion of
Education and Local Expenditure.*

Simultaneously with annexation in 1910 the late Emperor Meiji granted to Chosen a sum of 17,000,000 *yen* as a fund for giving work to Koreans, for promoting education, and for affording relief in bad years. Three-tenth of the interest accruing from this sum is to go to the educational fund, and it was instructed in October, 1910, that the money would principally be devoted to the running of common schools. The establishment of more than 360 public common schools since 1911 has principally been effected through the Imperial grant.

In 1909 the former Korean Government formulated and put into force the law providing for the defrayment of local expenses, according to which each province was to set apart a local fund and undertake works concerning engineering, sanitation, encouragement of industry, education, and other public works in the province, defraying the necessary expenditure out of local revenue and dues. The enforcement of this law produced no small effect on local education in the peninsula. Up to that time, many private schools were maintaining themselves by levying a tax, in addition to the assets of the schools and monetary contributions made by men interested in them. On the enforcement of the local expenditure law, these resources were naturally made part of the local revenue, with the result that the schools lost financially and not a few of them were compelled to close. Private schools showing good results were, however, subsidized more or less, so that they might continue to exist,

as a result of this measure, schools ill founded met their natural fate and this induced adjustment of private schools. In Chosen, provinces are not as yet provided with rich financial resources with the result that the maintenance of public schools which ought properly to be borne by local funds, is greatly dependent upon subsidies from the national coffers in addition to interest from the Imperial grant. The subsidies from the national coffers are included in the local funds, the use being entirely left to the option of the localities. In recent years, however, local revenues have increased along with the development of local industries. Provincial revenues in 1911 fiscal year, for instance, totalled 625,878 *yen* in ordinary revenue, including various taxes, miscellaneous incomes and incomes from various sources, but in 1918 fiscal year amounted to 1,976,219 *yen*, in taxes only.

The following is a table showing the defrayment of educational expenses with the interest on the Imperial grant and local expenditure, in 1918 fiscal year:—

DEFRAYMENT OF EDUCATIONAL EXPENDITURE (ESTIMATE FOR 1918 FISCAL YEAR).

Province	Local Revenue		Revenue from Imperial Monetary Grant.	
	Total	Educational Expenses	Total	Appropriated to Educational Expenditure
	Yen	Yen	Yen	Yen
Kyongki	883,674	217,953	137,381	41,215
North Choonghong ..	242,500	56,066	42,041	12,322
South "	411,984	114,015	75,745	22,724
North Cholla	400,161	102,613	67,191	20,247
South "	532,333	80,152	88,023	26,406
North Kyongsang ..	607,825	119,687	105,643	31,693
South "	500,696	102,872	81,084	24,325
Whanghae	355,956	91,618	57,143	17,143
South Pyongan	552,295	161,819	54,838	16,451
North "	422,551	145,649	65,892	17,885
Kangwon	939,164	101,945	59,305	17,791
South Hamkyong ..	328,935	81,034	45,707	13,710
North "	314,329	118,040	28,593	8,576
Total	5,894,408	1,493,485	907,886	270,422

Vol. II. EDUCATION OF JAPANESE IN CHOSŌN.

CHAPTER I.

HISTORY.

The educational undertakings for Japanese in Chosŏn are classified under four periods, viz., (1) prior to the Chino-Japanese War, (2) between the Chino-Japanese War and the Russo-Japanese War, (3) under the Residency General regime, and (4) after the establishment of the Government-General.

Prior to the Chino-Japanese War, education of Japanese in Chosŏn was in its infancy, and the first step in it was the establishment of a school of primary grade in Fusan in 1877, under the name of Kyōritsu Gakko. Similar undertakings were started in Wonsan in 1882, in Chemulpo in 1885, and in Seoul in 1889. Regular primary school education was started in Fusan and Wonsan in 1888, in Chemulpo in 1889, and in Seoul in 1892. The establishment of primary schools in these four places was the only arrangement made during the period in question.

The Chino-Japanese War brought about an increase in the number of Japanese residents, the establishment of some Japanese settlements, and an increase in primary

schools for Japanese children. The total number of schools reached 18, taking into account those established during the previous period. In addition, several kindergartens were set on foot.

On February 1, 1906, the Residency-General was established, and on account of the rapid increase in the number of Japanese residents and the inauguration of the system of granting subsidies, many primary schools were formed year by year. To be particular, 54 schools were established by the end of 1907 fiscal year, 79 schools by the end of 1908 fiscal year, and 102 schools by the end of 1909 fiscal year. At the time of the establishment of the Chosen Government-General, some 120 schools were in existence.

During the period under review, the necessity for the establishment of schools of middle grade for graduates of primary schools, the number of which had greatly increased, made itself manifest, with the result that higher girls' schools, commercial schools and middle schools were established in important localities. Several new kindergartens were also established while private night schools of various kinds also sprang up.

In August, 1910, annexation took place and the Chosen Government-General was established. Educational undertakings were, however, left alone, no change being introduced. It was in March, 1912, that organic regulations and rules for each school were issued, these being put into force in April 1 the same year. After annexation, more than 240 primary schools were established, the total number now standing at 364. In order to meet the necessity presenting itself, schools of the middle grade were gra-

dually established. At present there are four handicraft schools in Kunsan, Mokpo, Masan and Wonsan, six higher girls' schools in Seoul, Chemulpo, Taiku, Fusan, Pyongyang and Chinnampo, five middle schools in Seoul, Fusan, Pyongyang, Yongsan, and Taichon, two public and one private commercial school, six public elementary commercial schools, four private schools of various kinds, and twenty-one kindergartens. As described in the chapters treating of the education of Koreans, co-education of Japanese and Korean students have been started in Special Schools (Colleges). Some commercial and agricultural schools have also started the co-education of Japanese and Koreans.

The following table will give an idea of the increase in schools, and kindergartens and their latest condition :—

TABLE SHOWING SCHOOLS AND KINDERGARTENS.

(EXISTING AT THE END OF MAY 1918.)

Description.	No. of Shools.	No. of Classes.	No. of Teachers	No. of Students and Pupils.			Expenditure
Primary School	365	1,023	1,269	20,932	19,327	40,229	1,203,154
Middle "	5	41	88	1,753	—	1,753	364,056
Girls' High School	10	46	97	—	1,718	1,718	134,113
Special School.....	1	2	23	64	—	64	13,859
Commerical School	3	17	49	704	—	704	36,670
Elementary Industrial School...	6	16	38	498	—	498	5,702
Schools not so Classified	4	?	31	508	?	508	11,336
Kindergartens	21	41	57	697	632	1,329	26,026
Total	415	1,176	1,652	25,176	21,657	49,833	1,795,918
As the End of May, 1917	386	1,079	1,580	23,247	20,373	43,620	1,384,299
" " " " 1916	356	991	1,352	21,318	18,654	39,972	1,088,771
" " " " 1915	326	914	1,252	19,166	19,655	35,821	1,020,448
" " " " 1914	297	837	1,133	17,508	14,908	32,409	928,086
" " " " 1913	231	716	948	14,774	12,842	27,616	888,240
" " " " 1912	200	613	744	12,851	11,309	24,160	475,874

REMARKS: The number of teachers includes those holding additional posts.

CHAPTER II.

EDUCATIONAL SYSTEM.

The Educational system for Japanese in Chosen was formulated by regulations for the Government-General formerly Residency General Middle School issued in March, 1910, and regulations for Public Primary Schools, and Higher Girls' Schools, Commercial Schools, and Elementary Commercial Schools issued in March, 1912. These regulations, together with the organic regulations of these schools, were put into force on April 1. Further, regulations for private schools were issued in August, 1915, and put into force on November 1. The educational policy for Japanese in Chosen is naturally not different from that pursued in the mother country, the two being generally the same in regard to the object of education, period of study, standard of education and the organic system. As it is, however, it is also found necessary to frame special provisions in regard to the training of students, in view of conditions of Chosen. The following are the principal provisions:—

REGULATIONS FOR PUBLIC PRIMARY SCHOOLS

IN CHosen.

Art IX. Special attention shall be paid to the following matters in regard to education of children in primary schools:—

(1) The chief object of primary school education is to develop the spirit of loyalty and patriotism and to bring

up loyal and law-abiding people, so special attention shall be paid to this point.

(2) The moral education shall have as its object the training of children to act in accordance with teaching given them. Especially shall endeavour be made to foster such moral sentiments as fidelity, sturdiness, perseverance, liberality, and diligence, so that the children may be kept unsullied by the evil influences of the times.

(3) Endeavour shall be made to give the children a firm grip of the knowledge and art they are taught. Above all care shall be taken to have the education given them adapted to the conditions of the locality.

(4) Physical development shall have no less importance than ethical and intellectual development, and shall always be encouraged.

Art X. (b) Primary schools may include in their curricula agriculture and commerce, according to local conditions. In case both agriculture and commerce are included, children are to be taught one of them only. Agriculture and commerce shall form the subjects of study for children of the fifth and sixth year classes, two hours per week to be allotted to the study of these subjects.

The hours of study for these subjects may be suitably allotted by school directors either by lessening the hours for subjects other than morals, the national language, arithmetic, the history of Japan and geography, or by increasing teaching hours.

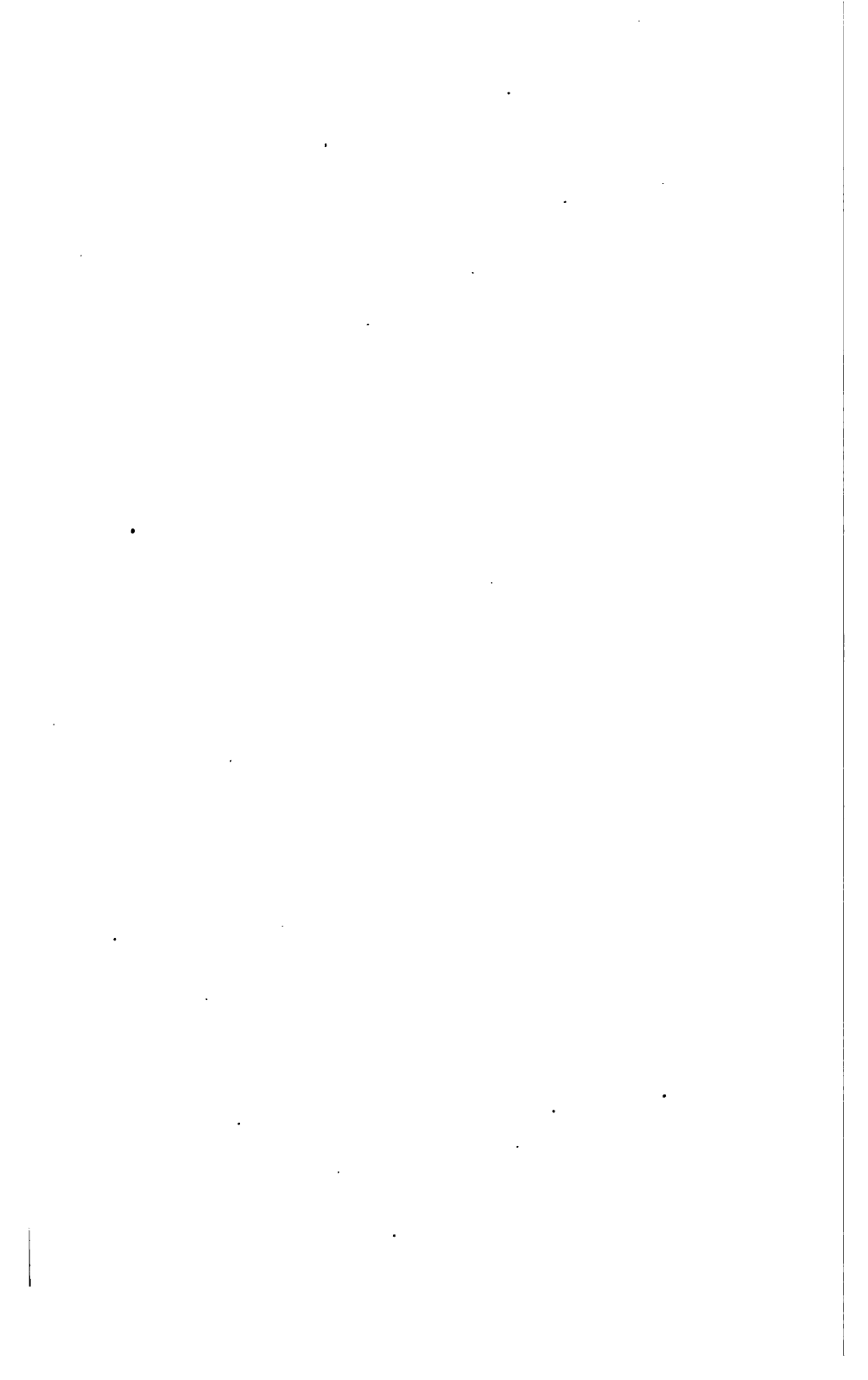
Art XI. Higher primary schools may give lesson in Korean language at the option of the pupils. Hours for its teaching shall not be more than two per week.



A Primary School for Japanese, Seoul.



A Primary School for Japanese, Masan.



Art XII. Supplementary classes may teach subjects other than those determined for primary schools and higher primary schools, according to local conditions.

Art XIII. According to local conditions, school directors may give to pupils lessons in handicraft, sewing and elementary agriculture, or have them review other subjects of study.

REGULATIONS FOR PUBLIC GIRLS' HIGHER SCHOOLS.

Art VII. Higher Girls Schools shall pay special attention to the following points in regard to the education of students :—

(1) Students shall be educated so as to foster in them the virtues of womanliness, sympathy, and thrift and diligence. Special endeavour shall be made to cultivate in them graceful behaviour in word and action.

(2) Endeavours shall be made that students do not fall into the evil of indiscriminately running after knowledge, and of studying subjects too lofty for them with the result that they show themselves ignorant of practical matters and a dislike for the profession of their fathers. Above all, matters necessary for a qualified knowledge shall be taught in suitable manner.

(3) Physical training shall be given equal importance with moral and intellectual training, and is to be encouraged.

REGULATIONS FOR PUBLIC INDUSTRIAL SCHOOLS AND FOR ELEMENTARY INDUSTRIAL SCHOOLS.

Art VII. Industrial schools and elementary industrial schools shall pay special attention to the following matters

in regard to the education of students:—

(1) Students shall be taught to prove faithful to their profession, set store by credit, be thrifty and industrious, and value public interest, thus keeping themselves aloof from the evil habit of foppishness and dislike of practical business.

(2) The progress of the times shall be noted and practical education shall be given suitable to the standard of the school and the conditions of the locality in which the school is established, so that the education given may not incline too much to theory.

(3) Physical training shall be given as much importance as moral and intellectual training, and always encouraged. Why such special provisions are necessary is due to the fact that the conditions of the times and the standard of living in Chosen are not equal to those in the mother country, while the habits and customs of the two parts of the Empire are different from each other, so in order to cope with the situation, it is necessary to cultivate the good habits of thrift, industry and self-support, and keep the students aloof from any evil influences of the times, not to mention the necessity of paying special attention to their mental refinement.

The establishment of public schools in Chosen is officially recognized as pertaining to municipal offices and school guilds only, and other organizations are not officially allowed to establish schools. Schools established by the Japan Society and other societies were transferred to school guilds prior to the enforcement of this regulation. The Japanese Municipalities were abolished in March, 1914, so

at present they have no connection whatever with schools.

In March, 1911, by Imperial Edict No. 50, the establishment of the Temporary Institute for Training Primary School Teachers attached to the Government-General, Middle School (at present) attached to Seoul Middle School), as an organ for training primary school teachers in Chosen was announced. Hitherto, primary school teachers were chiefly taken from among suitably qualified teachers of primary schools in the mother country, but in view of the fact that special knowledge is necessary for those engaging in primary education in Chosen, those graduating from middle schools or having scholarship equal to or higher than those graduates are admitted into the institute at Government expense, the period of study being one year. This corresponds to the B Course of normal schools in the mother country. Graduates of the institute are appointed to each province, to fill vacancies in the teaching staff of common schools for Koreans.

CHAPTER III.

ELEMENTARY EDUCATION.

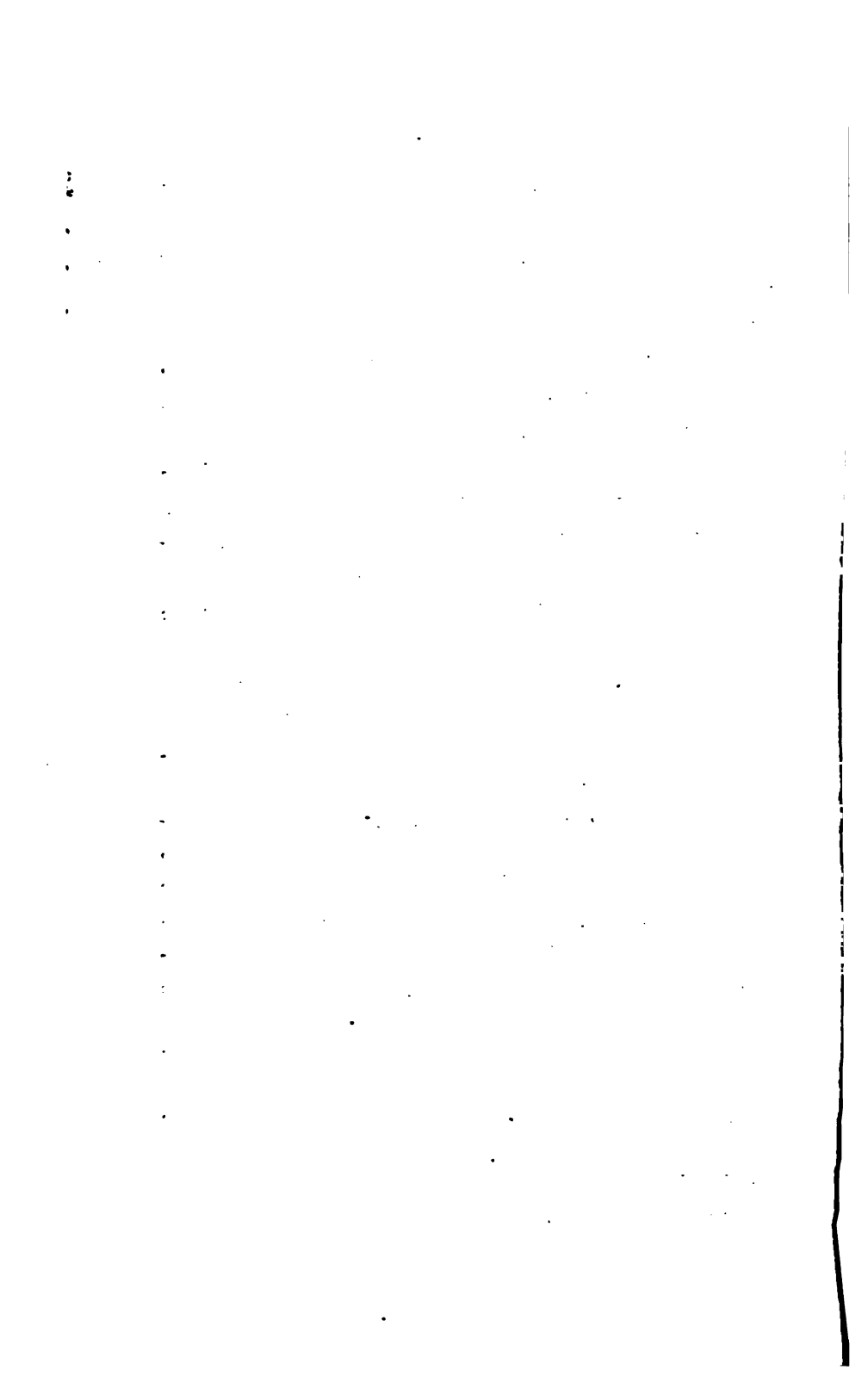
Section I. Primary Schools.

Following the increase of Japanese in this peninsula in recent years, the number of primary schools for Japanese children has remarkably increased. So far more than 360 of them have been established, and the object of primary education is being gradually attained. It must be remembered that during the early period there were but few Japanese residents, so the funds available were insufficient, the arrangements imperfect, and maintenance was difficult. Indeed, primary schools in those days hardly deserved the name according to the acceptance of the term, and the persons responsible for their maintenance took immense pains to keep them in working order. It is a matter worthy of note that in those days the majority of primary schools were established or managed by men connected with the propagation of religion.

After the Russo-Japanese War, the number of Japanese crossing to the peninsula increased at the rate of 25,000 a year, with proportionate increase in the number of children of school age. Along with the inauguration of the Residency-General regime, the establishment of primary schools was encouraged, and subsidies from the state coffers at the rate of 150 *yen* per school toward establishment and 480 *yen* toward the maintenance fund were incorporated in the budget. This has greatly facilitated the establish-

ment of primary schools, with the result that at the time of annexation, there were already more than 120 such schools. During the ensuing years, the number steadily increased, and in May, 1918, there were 364 primary schools for Japanese children throughout Chosen with 40,193 children in attendance. The yearly expinditure, including extraordinary expenditure, amounted to 1,203,154 *yen*. Subsidies from the state coffers have been increased to 600 *yen* a year per school, so that primary school education in the peninsula may satisfactorily develop. In this way, primary education in Chosen is making rapid progress, but there are still children unable to attend school on account of their living in the remote interior. For the benefit of these children a plan has been formed to establish hostels for the accommodation of children coming from places without primary schools, and subsidies having been granted to school guilds or educational association, 31 hostels have so far been established throughout the peninsula and 380 children are given shelter. Furthermore, provincial Governors were notified in July, 1916, to take steps to accommodate children from the interior devoid of facilities to attend school in public primary schools. As for the supply of State text books for primary schools, negotiations were made with the union sales house of the same in Tokyo, with the result that two special agents were appointed in Seoul and Fusan, so that these books can be obtained at the same cost as in the mother country, even in the far remote interior of Chosen, no charge being made for freight.

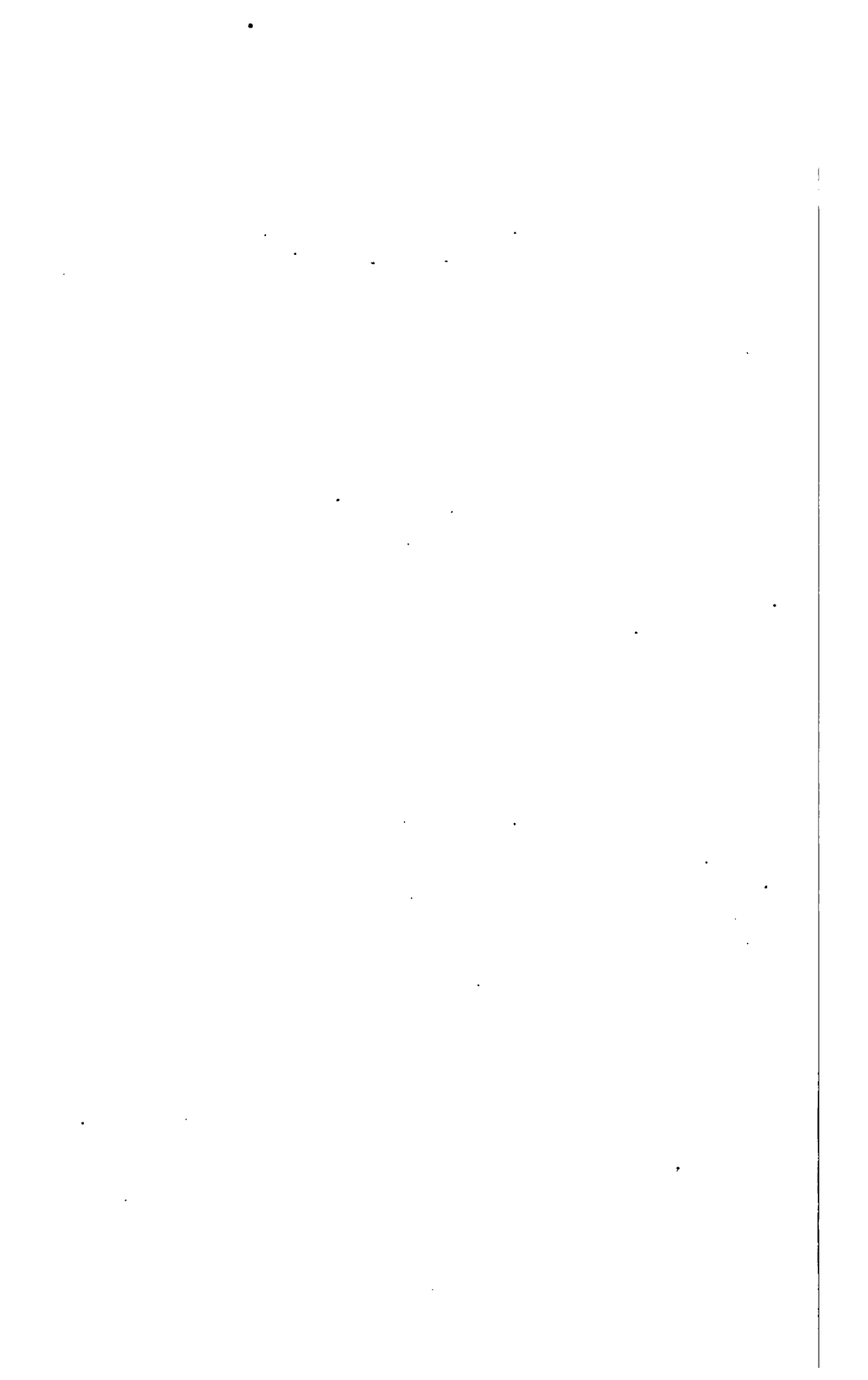
The following table shows the condition of public primary schools in Chosen :—



CONDITION OF PUBLIC PRIMARY SCHOOLS.

(EXISTING AT THE END OF MAY, 1918)

Province.	No. of Schools	No. of Classes	No. of Teachers			No. of Pupils			Expenditure
			Male	Female	Total	Ordinary Course	Higher Course	Total	
Kyongkido	41	236	205	74	279	Boy 5,385 Girl 5,081	476	5,861	224,135
North Chongchong	12	24	19	12	31	Boy 350 Girl 321	50	400	19,441
South	30	69	55	23	78	Boy 1,028 Girl 950	102	1,130	56,808
North Cholla	29	75	61	35	97	Boy 1,283 Girl 1,152	127	1,410	84,679



As for primary education in Chosen is concerned, endeavour is being made to cultivate the inclination of pupils toward industry, with the result that out of the total 360 primary schools, 167 include agriculture in the regular curriculum, 15 commerce, and more than 100 handicraft. Almost all primary schools except those newly established and on small scale are provided with school gardens, experimental farms, or school forests. In December, 1917, the area of the school forest was put at 9.88 *cho*, per school on an average, and that of experimental farms at 101.2 *cho*.

Section II. Text Books for Primary Schools.

It having been provided in 1915 that Public Common Schools in Chosen might teach agriculture, and this also holding good for lower primary schools according to conditions obtaining in any locality, the Government-General compiled a Text Book of Agriculture for the use of lower primary schools in two parts, and issued them for use in 1917 fiscal year. These parts contain material for practical instruction in the agricultural course in a lower primary school, arranged according to the order of the seasons, with explanation suited to the conditions in Chosen. In March, 1918, a Text Book of Agriculture in two parts adapted for the use of higher primary schools was published, and put in use the following month.

Owing to the fact that Chosen differs from Japan in various conditions, it was found necessary to give supplementary teaching on the same subjects, with the result that the text book for this purpose is now in the course of compilation. As for the contribution of text books, for

primary schools, special agents were nominated in Seoul and Fusan, and traders on commission in other important towns the books being sold by them as in the mother country. The text books are sold at the price fixed, the freight being borne by the sellers, thus pupils or their parents are absolutely free from any charge other than the fixed price of the book.

Section III Kindergartens.

There are at present 21 kindergartens throughout the peninsula. These are managed by a staff of fifty-seven, and 1,329 children attend them. The annual expenses in running these kindergartens are 26,000 *yen*. The following table will give an idea concerning them:—

CONDITION OF KINDERGARTENS.

(EXISTING AT THE END OF MAY, 1919).

Provinces	No. of Kindergartens	No. of Classes	No. of Teachers	No. of Children Attending			Expenditure Yen
				Boys	Girls	Total	
Kyongki.	5	11	18	174	164	338	9,078
South Chongchong.....	2	3	3	96	90	186	780
North Cholla	1	2	3	46	32	78	1,057
North Kyoongsang	1	2	3	39	29	68	961
South "	5	12	16	162	158	320	3,626
South Pyongan	2	3	4	59	48	107	2,375
South "	1	2	2	22	24	46	516
South Hamkyong	1	2	4	26	22	48	1,118
North "	3	4	4	13	65	138	1,009
Total	21	41	57	697	632	3,329	17,512
End of May, 1917.....	19	35	14	650	503	1,153	15,970
" " 1916.....	17	32	39	543	434	977	14,655
" " 1915.....	13	24	28	412	334	146	9,990
" " 1914.....	11	21	24	422	351	7,113	?
" " 1913.....	9	13	24	354	347	701	?

CHAPTER IV.

MIDDLE GRADE EDUCATION.

Section I. Middle Schools.

Along with the development of primary education, organs for middle-grade education have gradually increased. At present there are five middle schools at Seoul, Fusan, Pyongyang, Yongsan and Taichon, with 88 teachers and 1,753 students. These schools cost the Government-General 364,056 *yen* a year, including extraordinary expenses. They are run at State expense and placed under the direct control of the Government-General.

The following is a table giving conditions of middle schools in Chosen :—

TABLE SHOWING CONDITION OF MIDDLE SCHOOLS.

(EXISTING AT THE END OF MAY, 1918).

Schools	No. of Classes	No. of Teachers	No. of Students					Expenditure
			1st year Class	2nd year Class	3rd year Class	4th year Class	5th year Class	
Seoul Middle School.....	17	31	181	159	143	125	102	Yen 73,930
Regular Course	16	—	146	150	143	125	98	—
Temporary Institute for Training Primary School Teachers attached thereto	1	—	35	—	—	—	supple- mentary course 4	—
Fusan Middle School.....	10	21	103	87	89	64	56	45,644
Pyongyang " "	8	18	103	94	93	77	—	41,126
Yongsan " "	4	11	151	44	—	—	—	23,526
Taichon " "	2	7	52	42	—	—	—	18,301
Total (Five Schools).....	41	88	590	417	322	266	158	202,547
At the End of May 1917 (Three Schools)	34	68	494	350	289	183	162	137,291
" " " " 1916	28	60	411	317	193	177	98	137,829
" " " " 1915.....	25	53	398	218	204	120	94	122,858
" " " " 1914.....	20	47	296	229	189	114	68	101,122
" " " " April, 1913	16	45	287	143	129	77	48	98,078
" " " " 1912	13	30	178	135	78	53	36	81,946

REMARKS: The number of teachers includes those holding additional posts.

Section II. Girls' High Schools.

To serve as organs for middle-grade education for girls, there are Public Girls' High Schools at Seoul, Fusan, Chemulpo, Pyongyang, Taiku and Chinnampo, and Public Artcraft Girls' High Schools at Kunsan, Mokpo, Wonsan and Masan. These are run by the local School Guilds, while subsidies are granted them from the State coffers to complete their arrangements.

The following table will give an idea of the schools under review :—

TABLE SHOWING CONDITION OF GIRLS' HIGH SCHOOLS.

(EXISTING AT THE END OF MAY, 1918.)

School's	No. of Classes	No. of Teacher	No. of Student				Expenditure
			1st year Class	2nd year Class	3rd year Class	4th year Class	Total
Seoul Public Girls' High Schools.....	14	Male 14 Female 17	154	167	177	127	625
Chernulpo " "	4	Male 7 Female 4	55	39	27	25	146
Tailku " "	4	Male 5 Female 6	60	49	49	40	198
Fusan " "	9	Male 7 Female 9	108	90	66	76	357
Pyeongyang " "	4	Male 4 Female 3	53	45	35	44	177
	4	Male 6	28	21	16	15	80
							33,708
							12,170
							11,450
							19,753
							12,185
							8,657

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Section III. Industrial Schools for Japanese.

In order to undertake the commercial education of Japanese in Chosen there are public common schools in Chemulpo and in Fusan, public elementary commercial schools in Seoul, Chemulpo, Kunsan, Pyongyang and Chinnampo, a public elementary technical school in Chinkai, and the private Zenrin Commercial School in Seoul. These schools receive subsidies from the State coffers and are working earnestly for the promotion of industrial education.

In addition, sixty Japanese students are studying with Korean students in public agricultural schools for Koreans in Kongju, Chonju, Kunsan and Taiku.

TABLE SHOWING CONDITION OF COMMERCIAL SCHOOLS.
(EXISTING AT THE END OF MAY, 1918.)

Schools	No. of Classes	No. of Teachers	No. of Students				Expenditure
			1st Year Class	2nd year class	3rd year class	Total	
Chemulpo Public Commercial School	Preparatory Course 2 Regular Course 3	12	31 45	40 44	— 30	71 119	Yen 13,930
Fusan Public Commercial School	Preparatory Course 4 Regular Course 3	17	117 52	87 40	— 32	204 124	20,612
Private Zenrin Commercial School (Department A.)	Preparatory Course 3 Regular Course 2	20	72 63	54 51	— 36	126 150	—
Total (Three Schools)	17	49	Preparatory Course 220 Regular Course 160	181 135	— 98	401 393	34,542
At the End of May, 1917 (Three School)	13	43	Preparatory Course 180 Regular Course 182	57 125	— 80	237 387	27,250
" " " 1916 (Three Schools)	12	41	Preparatory Course 119 Regular Course 148	56 105	83	336	27,322
" " " 1915 (Three Schools)	13	43	Preparatory Course 110 Regular Course 145	95 111	— 75	209 331	28,333
" " " 1914 (Three Schools)	11	42	Preparatory Course 106 Regular Course 149	34 94	85	140 275	29,052
" " " April, 1913 (Two Schools)	9	23	Preparatory Course 57 Regular Course 100	66 —	38	57 294	25,827
" " " 1912 (Two Schools)	11	20	Preparatory Course 57 Regular Course 134	— 114	32	57 280	19,785

REMARK: The expenditure for Zenrin Commercial School is shown on the table showing the expenditure for the school for the education of Korean students.

TABLE SHOWING CONDITION OF ELEMENTARY
INDUSTRIAL SCHOOLS.

(EXISTING AT THE END OF MAY, 1918.)

School	No. of Classes	No. of Teachers	No. of Student			Expenditure
			1st year class	2nd year class	Total	
Seoul Public Elementary Commercial Schools	7	9	284	—	284	1,944
Chernilpo " " " "	2	10	37	17	54	998
Kusan " " " " " "	2	5	12	6	18	564
Chinhal Public Elementary " Technical School	2	6	24	6	33	740
Pyongyang Public Elementary Commer- cial School	2	5	19	8	27	808
Chinnampo Public Elementary Commer- cial School	1	3	7	5	12	495
Total (Six Schools).....	16	38	383	45	428	5,549
At the End of May, 1917 (Four Schools)	12	27	238	37	275	3,658
" " " " " 1916 (Three Schools)	10	17	149	12	161	2,823
" " " " " 1915 (Two Schools)	3	10	35	18	52	1,302
" " " " " 1914 (Three Schools)	3	11	34	19	53	1,653
" " " " " April 1913 (Three Schools)	8	17	71	42	113	5,241
" " " " " 1912 (One School)...	4	8	22	27	49	3,681

REMARKS: The number of teachers includes those holding additional posts.

CHAPTER V.

SPECIAL EDUCATION AND VARIOUS SCHOOLS.

Although there is not as yet any Government special school solely for the education of Japanese in Chosen, 141 Japanese students are at present studying with Koreans in Seoul Medical School, Seoul Industrial School and Suwon Agricultural and Dendrological School. The Private Toyo Kyokai Special School in Seoul teaches Japanese desiring to engage in public and private undertakings in Chosen and has already turned out more than 300 graduates. The school was reorganized in 1918 fiscal year into a special school with a three year course, in which industrial education chiefly connected with law and economy is given. At present, this is the only organ for giving special education to Japanese in Chosen. Besides this school, there are four private schools of various grades.

CHAPTER VI.

EDUCATIONAL EXPENSES.

In December, 1909, an ordinance providing for the organization of school guilds in Chosen was issued by the Residency-General, and in accordance with this the majority of the Associations for Japanese Residents then existing were reorganized into school guilds. Subsequently, in April, 1912, the regulations for controlling public schools were put into force, by virtue of which the right to establish and run public schools was granted to Municipalities or School Guilds alone. Prior to the enforcement of the regulations, therefore, other organizations were all reorganized into school guilds.

The following table shows the expenditure of Government and public schools for 1918 fiscal year, as it stood in May of the year under review :—

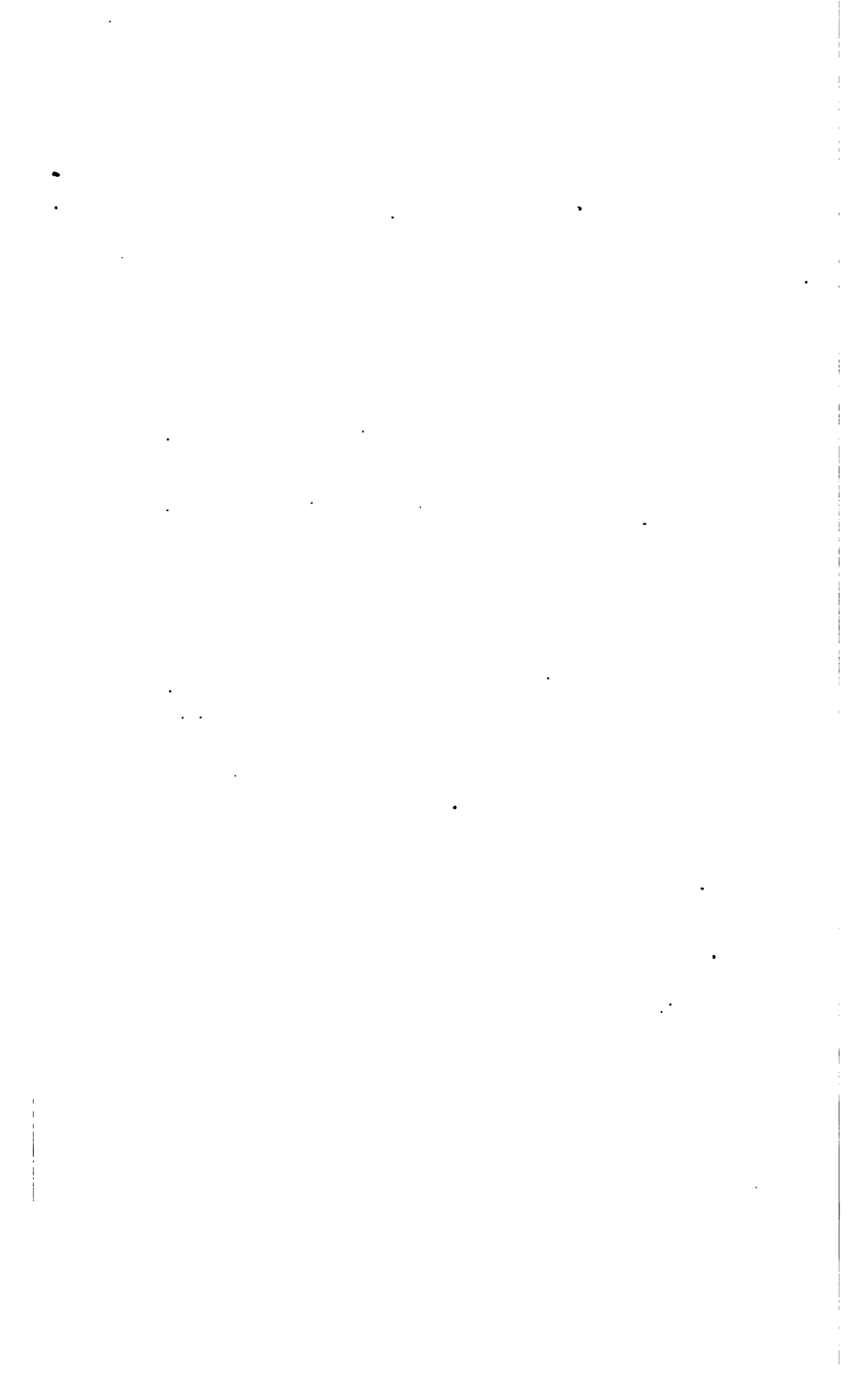
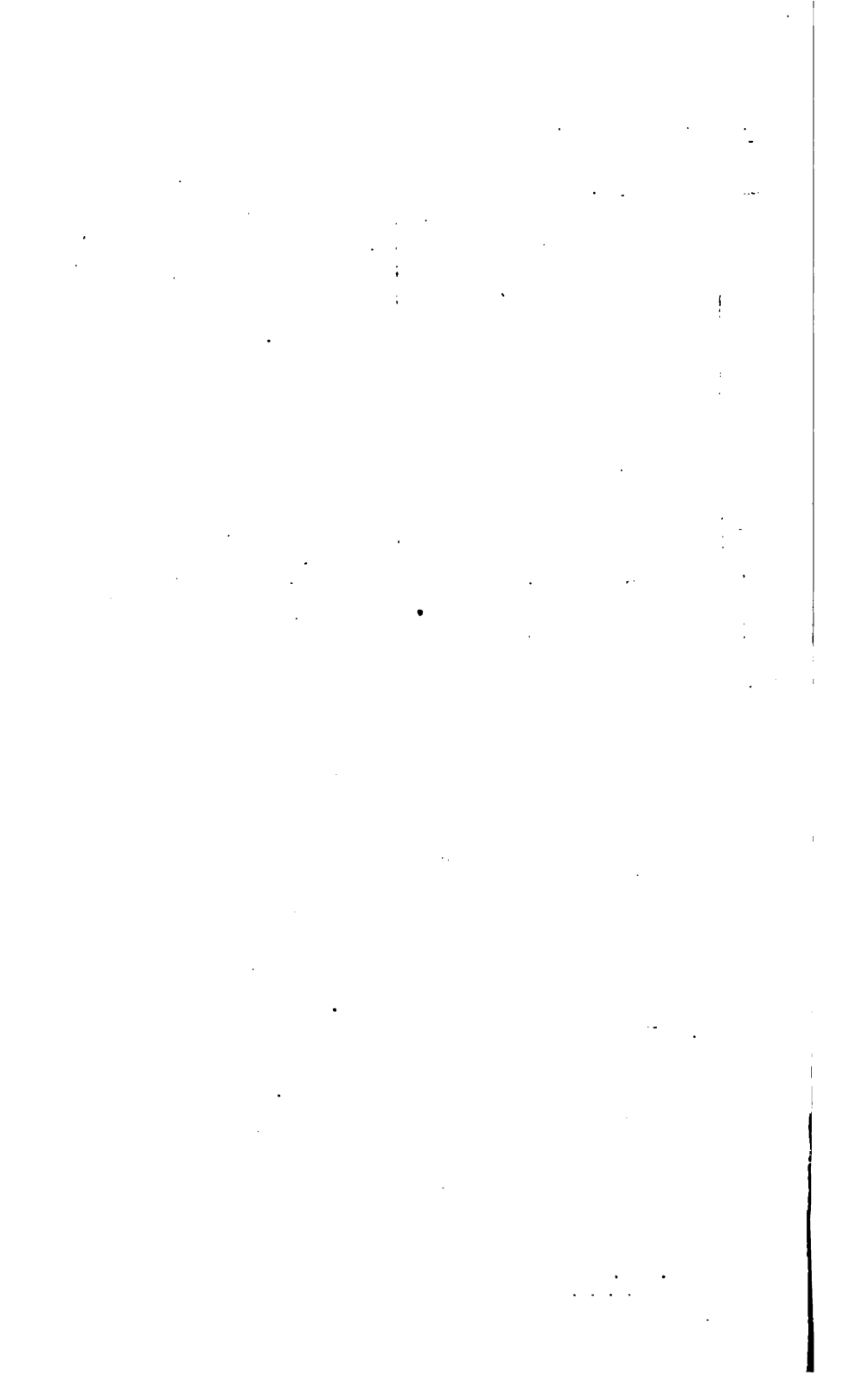


TABLE SHOWING

Description	
Middle School	Seoul Middle School
	Fusan Middle School
	Pyongyang " "
	Yangsan " "
	Talchon " "
	Total
Girls' High School	Seoul Public Girls'
	Chemulpo, " "
	Taiku " "
	Fusan " "
	Pyongyang, " "
	Chinnampo, " "
	Kusan Public Girls'
	Mokpo " "
	Masan " "
	Wansan " "
	Total
Industrial School	Chemulpo Public O
	Fusan " "
	Seoul Public Elem
	Chemulpo " "
	Kusan " "
	Chinhai Public Elem
	School
	Pyongyang Public E
Primary School	ical School
	Chinnampo Public E
	ical School
	Total
	Kyongkdo
	North Choongchong
	South " "
	North Chollado
	South " "
	North Kyongsando
	South " "
	Whanghaido
	South Pyongando
	North " "
	Kangwondo
	South Hamkyongdo
	North " "
	Total



Educational subsidies are classified under two heads, i. e., ordinary and extraordinary. The extraordinary subsidies go to the fund for the erection of school buildings and the completion of arrangements, the rate of allowance being 150 *yen*, a year, per school on an average. The ordinary subsidies chiefly go to meet the salaries of teachers, and the allowance was at first fixed at 48 *yen* a year per school. The sum was, however, gradually increased as the number of schools established grew larger, with the result that the total sum reached 55,090 *yen* in 1910 fiscal year. During the next fiscal year, it was provided that a subsidy be allowed to primary schools having a supplementary class attached to them and to certain schools other than primary schools in addition to schools already privileged to receive them. The next year, revision was introduced in the by-rule providing for educational subsidies by virtue of which the sum allowed to each school might be increased, so that primary schools and elementary industrial schools might receive up to 600 *yen* a year, thus enabling them to engage well-qualified teachers and obtain good results in primary education. It was also provided that subsidies be allowed to schools other than primary schools, so to assist them to complete arrangements, also subsidies as far as possible to extraordinary expenditure to meet the erection of school buildings and similar works. The following table gives the amount of subsidies allowed to schools giving education to Japanese in 1906 fiscal year and the following year up to 1918:—

TABLE SHOWING SUMS OF SUBSIDIES
TO SCHOOLS FOR JAPANESE.

Fiscal	Sums of Subsidies	Remarks,
1906.....	15,000	Subsidies to Primary Schools.
1907.....	20,000	Ditto.
1908.....	30,000	Ditto.
1909.....	40,000	Ditto.
1910.....	55,000	Ditto.
1911.....	91,800	Subsidies to Primary Schools, Girls' High Schools and Commercial Schools,
1912.....	149,060	Subsidies to Primary Schools, Girls' High Schools, Commercial Schools Elementary Commercial Schools and Private Schools.
1913.....	182,984	Subsidies to Primary Schools, Elementary Industrial Schools, Schools of Middle Grade, Private Schools and Hostels for School Children.
1914.....	213,584	Ditto.
1915.....	333,710	Ditto, and to School Guilds for carrying on Secular Education.
1916.....	346,034	Ditto.
1917.....	356,834	Ditto.
1919.....	382,934	Ditto.

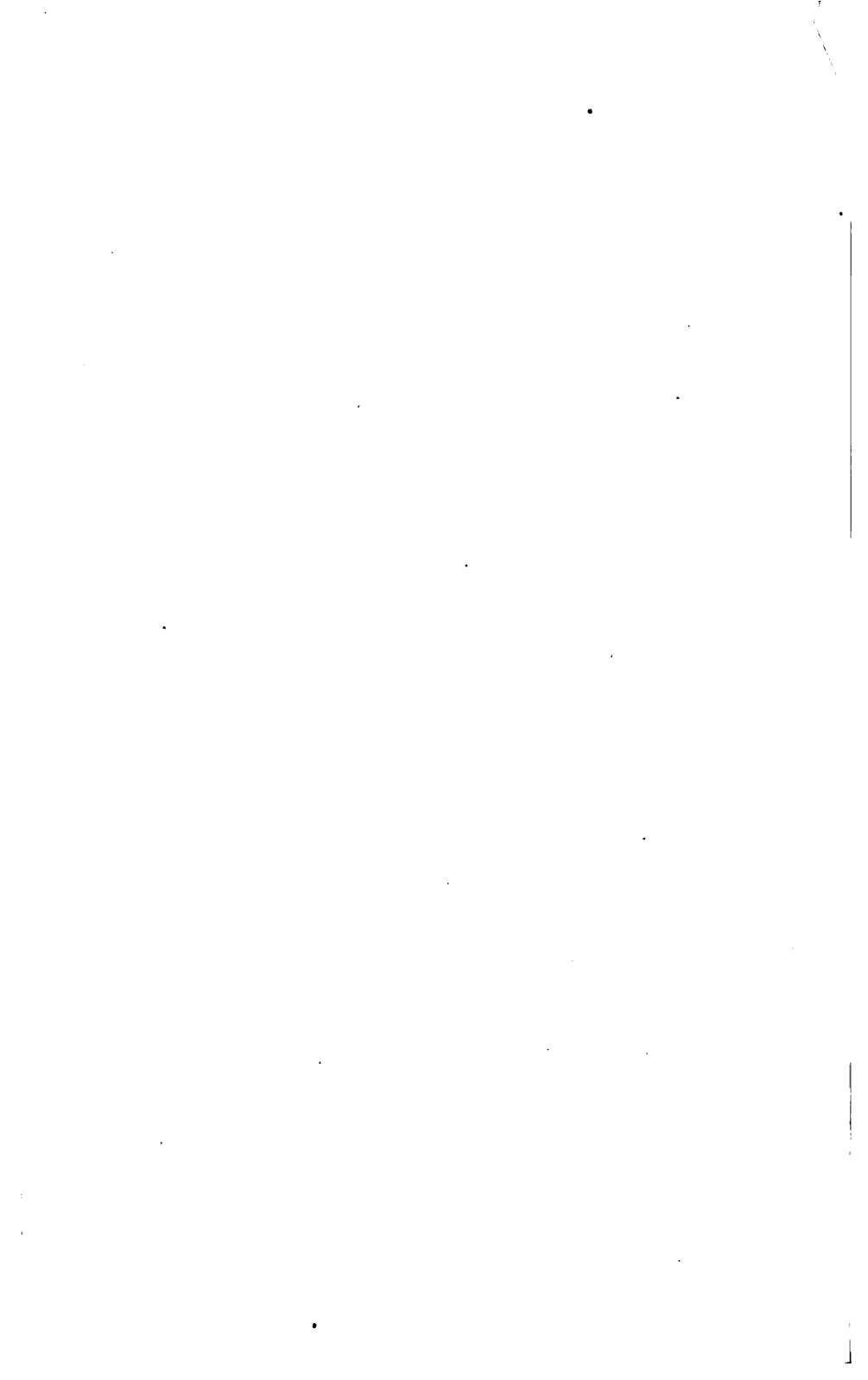
REMARKS: In addition to these, there are also subsidies for encouraging education in the household and to retired allowance of public school teachers, and extraordinary allowance to them.



A Special School of Commerce for Japanese, Seoul.



The High School for Japanese Girls, Seoul.



Vol. III MISCELLANEOUS.

CHAPTER I.

ORGAN OF EDUCATIONAL ADMINISTRATION.

The Educational Bureau includes three sections, viz., Educational, Compilation and Religious. The Educational Section treats matters concerning education, science and art, teachers, kindergartens, libraries, meteorological observatories, and the *Keigaku-In* (Confucian institute in Seoul). The Compilation Section deals with matters connected with text books and publication and distribution of calendars. In the Provincial Office too, there are officials in charge of education attached to the First Department, taking charge of matters relating to education, science and art, religion and religious services.

Educational inspection is carried out by the Government-General, chiefly by school inspectors and assistant school inspectors, and in the case of provinces, chiefly by provincial school inspectors.

CHAPTER II.

EDUCATIONAL MEETING,

SUMMER CLASS AND EDUCATIONAL TOUR.

It goes without saying that it is necessary to establish connection between educational authorities and school directors, in order to reap the result of school education. With this in view, Government-General convenes every year a meeting of provincial clerks in charge of educational affairs, and hears from them the condition of education in their provinces, and gives instruction concerning the enforcement of the Chosen Educational Ordinance. In this way, connection is being established between the Government-General and provincial offices. Meetings of directors of industrial schools, conferences of directors of Government schools, and meetings of provincial school inspectors are also occasionally held, so as to get information concerning the condition of education, and bring home to them the educational policy of the Government-General. Along with these measures, Japanese teachers in primary schools for Japanese, Common Schools for Koreans, and industrial schools, are convened every year and given training in science and art with a view in promoting their scholarship. The provinces too hold summer classes every year chiefly for Korean teachers in public schools and teachers of private schools, and endeavour suitably to direct them and promote their knowledge. Tours to the mother country and China are also arranged for school teachers or people interested in education, so that they may complement their studies and extend their experience.

CHAPTER III.

EXAMINATION FOR TEACHERS' LICENCE

A normal course is attached to each of the High Schools in Seoul and Pyongyang and to the High School for Korean Girls in Seoul, and a Temporary Institute for Training common School Teachers, to the High School in Seoul, in order to train teachers for the education of Koreans, while an Institute for Training Primary School Teachers is attached to Seoul Middle School to train teachers for the education of Japanese children. Along with the establishment of these organs, the regulations for the Examination for Teachers of Private Schools were promulgated in March 1915, so that as many licensed teachers as possible might be available. In October, 1916, the Regulations for the Examination for teachers of primary schools and common schools were published, so that teachers of this schools and assistant teachers of common schools might take the examination and obtain their licence. With regard to the study of the Korean language by Japanese teachers, the Regulations for Examination in the Korean Language of Japanese teachers were issued in June, 1918 with a view farther to encouraging the study of that language, and Japanese teachers engaged in the education of Koreans are examined in the language, it being desired that their acquaintance with the Korean language may become more widespread, so that they may be able to teach pupils and direct subordinate teachers with better results and establish better connection between themselves and the parents of their pupils. To quote from the instruction

thereanent:—

“Without acquiring a thorough knowledge of the Korean language, Japanese engaged in the education of Koreans will not only fail to understand the personal character of each pupil taught by him and so fail to give just the instruction needed them, or fully to understand the behaviour of their subordinate teachers, thereby failing to consolidate the school instruction, but will also leave much to be desired in their direct contact with the elders and parents of the pupils and knowledge of their feelings and desires all of which are desirable so that connection between the school and the home may be established and satisfactory education given and that the people around them may be guided morally and socially.

“With this in view, the Government-General has hitherto been encouraging the study of the Korean language, and has taken every occasion to urge its study by teachers, but unfortunately no remarkable result has as yet been in evidence. In order to meet the situation, the Government-General will give examination in the Korean language to Japanese teachers engaging in the education of Koreans, from June 1, 1920, in accordance with the Regulations concerned, so that their knowledge of the language may be examined and taken into considerations in determining their merits. It is hoped that by so doing the study of the language by Japanese teachers may be effectively encouraged, and it is desired of provincial Governors and directors of Government or Public Schools that they push through this policy, and urge teachers under their control to study the Korean language, so that the aim in view may be successfully attained.”

APPENDIX.

THE CHOSEN EDUCATIONAL ORDINANCE.

(ENACTED ON AUGUST 23, 1911, BY IMPERIAL ORDINANCE
NO. 229 AND PUBLISHED ON THE FOLLOWING DAY
IN THE OFFICIAL GAZETTE.)

CHAPTER I

GENERAL PLAN.

- Art. I. Education for Koreans in Chosen shall be given in accordance with this ordinance.
- Art. II. The essential principle of education in Chosen shall be the making of loyal and good subjects by giving instruction on the basis of the Imperial Rescript concerning Education.
- Art. III. Education in Chosen shall be adapted to the need of the times and the condition of the people.
- Art. IV. Education in Chosen is roughly classified into three kinds, i.e. common, industrial and special education.
- Art. V. Common education shall aim at imparting common knowledge and art, special attention being paid to the engendering of racial characteristics and the spread of the national language.
- Art. VI. Industrial education shall aim at imparting knowledge and art concerning agriculture, commerce, technical industry and so forth.

Art. VII. Special education shall aim at imparting knowledge and art of higher branches of science and art.

CHAPTER II.

SCHOOLS.

Art. VIII. A Common School is an institution in which children are given the common education forming the basis of national education. Attention shall be given to the proper development of their bodies, the national language shall be taught and moral training given so that national characteristics be fostered, besides imparting to them the knowledge and art indispensable to daily life.

Art. IX. The period of study for a Common School shall be four years. This, however, may be shortened by one year subject to the conditions of the locality in which the school is established.

Art. X. Children not less than full eight years of age are eligible for admission to a Common School.

Art. XI. A High School gives boy students higher common education, by which is understood training in common sense, and in national characteristics and instruction in knowledge and art necessary for the gaining of a livelihood.

Art. XII. The period of study for a High School shall be four years.

Art. XIII. Those eligible for admission to a High School must be boys not less than full twelve years of age, and graduates of a Common School the period of study in which is four years, or boys whose qualifica-

tions are recognized as equal or superior to those of the aforesaid.

Art. XIV. A normal course or a short course for training of teachers may be established in a Government High School, with the object of giving education to students wishing to become teachers of Common Schools.

The period of study for the normal course shall be one year, and that for the short course less than one year.

Graduates of a High School are eligible to enter the normal course, and those who are not less than full sixteen years of age and have finished the second year course of a High School or those whose qualifications are recognized as equal or superior to those of the aforesaid are eligible for the short course.

Art. XV. A Girls' High School is an institution for giving girls higher common education, in order to foster in them feminine virtues, cultivate national characteristics and instruct them in the knowledge and art necessary to making livelihood.

Art. XVI. The period of study for a Girls' High School shall be three years.

Art. XVII. Girls not less than full twelve years of age who have graduated from a Common School the period of study in which is four years, or those whose qualifications are recognized as equal or superior to those of the aforesaid are eligible for admission to a Girls' High School.

Art. XVIII. An arts course may be instituted in a Girls' High School. In the course sewing and manual work

shall be specially taught, and girls eligible for it shall be not less than twelve years of age.

The period of study shall be less than three years.

Art. XIX. A normal course may be instituted in a Government Girls' High School to train girls wishing to become Common School teachers.

The period of study for the course shall be one year.

Girls eligible for the course shall have graduated from a Girls' High School.

Art. XX. An Industrial School trains students wishing to engage in agriculture, commerce and technical industry, giving them the necessary education therefor.

Art. XXI. Industrial Schools include Agricultural School, Commercial School, Technical School and Elementary Industrial School.

Art. XXII. The period of study for an Industrial School shall be two or three years.

Art. XXIII. Those eligible for an Industrial School shall be not less than twelve years of age, and graduates of a Common School the period of study in which is four years, or those whose qualifications are recognized as equal or superior to those of the aforesaid.

Art. XXIV. With regard to the period of study and requirements of students eligible for an Elementary Industrial School, the foregoing two articles are not applicable, but these will be determined by the Governor General of Chosen.

Art. XXV. A Special School gives to boy students education in higher branches of science and art.

Art. XXVI. The period of study for a Special School

shall be three or four years.

Art. XXVII. Those eligible for a Special School shall be more than sixteen years of age and graduates of a High School or those possessing scholarly attainments equal or superior to them.

Art. XXVIII. For the establishment or abolition of Common Schools, High Schools, Girls' High Schools, Industrial Schools and Special Schools, whether public or private, permission of the Governor General of Chosen must be obtained.

Art. XXIX. Provisions concerning the subjects of study, their standard, staff, text books, and tuition fee of Common Schools, High Schools, Industrial Schools and Special Schools, shall be determined by the Governor General of Chosen.

Art. XXX. Provisions for schools not included in the present regulations shall be determined by the Governor General of Chosen.

SUPPLEMENTARY RULE.

The date of putting this Ordinance into force shall be determined by the Governor General of Chosen.

The Common Schools, High Schools and Girls' High Schools which have existed hitherto will be recognized as Common Schools, High Schools and Girls' High Schools established in compliance with this ordinance; also Agricultural Schools, Commercial Schools and Industrial Supplementary Schools which have existed hitherto will be recognized as Agricultural Schools, Commercial Schools and Elementary Industrial Schools established in accordance with

this ordinance. Concerning those schools existing at the time of the enforcement of this ordinance, irrespective of its provisions, the Governor General of Chosen may make or take necessary arrangement or measures.

Proclamation Concerning the Enforcement of the Chosen Educational Ordinance.

(ISSUED BY THE GOVERNOR GENERAL OF CHOSŌN
UNDER DATE NOVEMBER 1, 1911.)

When I, at Imperial command, assumed the direction of the government of Chosen last year, I began with the publication of the outlines of the administrative policy. I then gave instruction on the principle of education to be pursued. Now that the Educational Ordinance for Chosen has been promulgated and is to be enforced, I deem it necessary to elucidate once more the policy for education and the essential points of provisions thereanent, that they may be full understood.

The fundamental principle of the education of the Empire is clearly set forth in the Educational Rescript granted many years ago by His Imperial Majesty. It stands unalterable in view of our State system and of our national history. The principal of education in Chosen too is found therein.

Conditions in Chosen, it seems to me are not yet wholly identical with the state of affairs in Japan Proper. Thus it behoves education in Chosen to devote its energy particularly to the cultivation of moral character and thorough propagation of the national language and thereby inculcate the quality and character becoming a loyal subject of the Empire. If, on the contrary, it suffers empty speculation to be preferred to practical action, diligence give way to indolence, and unstable and dissolute habits to

supersede the beautiful virtues of decency and probity, then the proper object of education will not only be lost, but the personal careers of many will be spoilt and indirectly much damage done to the State. In enforcing education, therefore, all endeavour shall be made to secure the best fruits by adapting it to the times and to the standard of popular civilization.

Education in Chosen is roughly divided into three kinds, namely, common, industrial and special education. The proper object of common education rests in that children shall be taught in the national language, moral virtues inculcated, the acquisition of a personal character suitable to a member of our nation, and additionally to give such knowledge and art as are essential for the gaining of a livelihood. In the education of girls special care shall be taken in nursing the virtues of chastity, fidelity and goodness. The industrial education shall have as its aim not only the training in knowledge and art required in the branches of industry concerned, but also undertake to accustom pupils to the habit of diligence. The special education is intended for the turning out of men proficient in the higher knowledge and art required in the various professions. It scarcely need be stated that education by private schools ought to be undertaken in accordance with the Law and Ordinance of the State and not be permitted to deviate from the fundamental principle underlying the Empire's educational policy. Freedom of religion is assured to each and all. But as the educational administration of the Empire maintains, and has maintained from early times, the principle that the education of the people shall stand independent of

religion, all Government and Public schools and those schools whose curriculum is fixed by the Law and Ordinance of the Empire cannot be allowed to enforce religious education or conduct any religious ceremonies. The functionaries concerned ought always to bear in mind the statement in the Proclamation and beware of being led into a wrong course.

The welfare of Chosen incidental to the prosperity of the Empire must depend upon the education of later generations. The people in Chosen, therefore, should be made perceive this fact and induced to educate their sons and daughters according to their means and status and thus place the latter on the high road to worthy and useful careers. In this way, I hope, the people in Chosen will be able to enjoy the blessings of the highly benevolent reign of his August Majesty, lead happy family life, contribute to the advancement of general civilization and discharge their duties as citizens of the Empire.

Instructions Concerning the Enforcement of the Chosen Educational Ordinance.

(ISSUED BY THE GOVERNMENT GENERAL OF CHOSEN UNDER
DATE NOVEMBER 7, 1911, AND ADDRESSED TO PROVIN-
CIAL OFFICES AND GOVERNMENT SCHOOLS, EXCEPTING
THE CHOSEN GOVERNMENT GENERAL
MIDDLE SCHOOL.)

Regulations for Common Schools, High Schools, Girls' High Schools, Industrial Schools and Private Schools and other regulations necessary for the enforcement of the Chosen Educational Ordinance have been published. The outlines of the educational system and things specially to be noted in enforcing it shall now be shown ;—

Education in Chosen shall adopt as its essential principle the bringing up of loyal and good subjects of the Empire on the basis of the Imperial Rescript on Education and shall aim at adapting itself to the needs of the times and the standard of popular civilization. It is roughly divided into three kinds, common, industrial and special. Common education shall be given in Common Schools, High Schools and Girls' High Schools, industrial education in Industrial Schools and special education in Special Schools.

A Common School is an institution in which primary common education is given. Paying attention to the proper development of the bodies of children, it shall aim at teaching the national language and giving moral education to them, so that national characteristics may be cultivated,

and at imparting common knowledge and art necessary for daily life.

The period of study for a Common school shall be four years, but it may be shortened to three years in consideration of local conditions. Children eligible for admission to a Common School shall be not less than eight years of age.

In order to stress its principal aim a Common School shall lay special stress on the teaching of reading, writing and arithmetic. Morals, the national language, Korean language and Chinese literature and arithmetic shall be subjects of study necessarily taught. In consideration of local conditions, however, nature study, singing, physical exercises, drawing, manual work, sewing and handicraft, elementary agriculture and commerce may be dispensed with for the time being. Of all these the national language, being not only necessary for the cultivation of national characteristics but indispensable for imparting knowledge and art necessary for daily life, shall be taught with a view to making its knowledge helpful to daily life, taking material indiscriminately from such subjects as morals history, geography, nature study industry, household affairs and so forth. Nature study may be dispensed with for the time being in consideration of local conditions, but it should be taught as far as circumstances permit and children should be made to understand how to apply practically their knowledge of it for the advancement of their own as well as for the public interests. As for drawing, manual work, sewing and handicraft elementary agriculture and so forth, these should be taught correspondingly to the natural pro-

pensities of boys and girls with a view to enabling them to acquire useful ability and art as well as the love of work and the habit of diligence. In a school in which agriculture is taught, practical lessons in the art of agriculture should be given by utilizing lands belonging to the school. In case manual work is taught material produced in the locality should be chosen and the pupils be taught how to use it to advantage, thereby adapting its teaching to practical daily life. With regard to drawing and other subjects of study referred to above the number of hours allotted to them is not fixed. This should be understood as coming from the desire to give schools the liberty to fix them properly and effectively in compliance with the needs of local conditions.

In short a Common School is not necessarily an institution in which preparatory education for a higher school is given. It is an institution aiming at giving such education as will immediately help the cultivation of moral character and the pursuit of daily life. For this reason, those concerned, especially teachers, should not be content with teaching what is given in text books, but should endeavour to attain the aforesaid aim in its fullness by remembering the rules for teaching and carrying them out in an effective way.

A High School is an institution in which higher common education is given to boys. Its essential aim is to cultivate in them common sense, foster national characteristics and impart to them knowledge and art useful to daily life.

The period of study in a High School is four years.

Those eligible for admission to the school must be not less than full twelve years of age and graduates from a Common School or those whose qualifications are recognized as equal or superior to those of the aforesaid.

The subjects of study in a High School have been fixed with the view to their proving equal to practical life. Especially the fact that agriculture or commerce and manual work have been made indispensable subjects is due to the desire to foster in the minds of the pupils the love and habit of steady work and industry. Caligraphy has been specially put in as it has been recognized to be necessary in consideration of practical daily life. The fact that natural history, physics and chemistry have been included in the subject of National Science and mineralogy included in physics and chemistry as well as the fact that industry, law and economy have been made to be taught as one subject of study is with the idea to simplify teaching and maintain connections between them in teaching them.

A Girls' High School is an institution for giving girls higher common education with the object of fostering in them feminine virtues and instruct them in the knowledge and art useful in making a livelihood. For this reason, the education given there must have in view the duty and practical life of women and must conform to the cultivating of moral character and equipping them as good housekeepers. Great care must be taken not to engender in them the habit of frivolity, vanity and luxury.

The period of study in a Girls' High School is three years. Those eligible for admission to the school must be

not less than full twelve years of age and graduates from a Common School or those whose qualifications are recognized as equal or superior to those of the aforesaid.

The subjects of study in a Girls' High School are nearly similar to those in a High School. Comparatively, however, more hours have been allotted to the teaching of such subjects as natural science, housekeeping, sewing and handicraft, and the method of using sewing machines, dyeng and weaving and so forth have been included in the subject of sewing and handicraft. All these have been done with the view of making the education of girls approximate as much as possible to practical daily life.

In order to enable girls to study sewing and handicraft as a speciality, an arts course, the period of study in which is less than three years, may be instituted in a Girls' High School. Those eligible for admission to the course must be not less than full twelve years of age, but no regulations are provided as to their scholarly qualifications. The fact that the period of study in the arts course has been made less than three years and elasticity as to its length has been allowed, provided it is less than three years, is with the idea of giving freedom to fix it in a suitable way in deference to the kinds of art to be taught as well as to local conditions, while the fact that no regulations are provided as to the scholarly qualifications of those desiring admission to the course is due to the recognition of the advantage of giving chances of study even to those not receiving common education.

The necessity of training teachers for Common Schools is fully recognized, especially in view of the prospective

spread of common education. It has been thought, however, that this can be fully accomplished by giving those desiring to become teachers special education in Government High Schools or Government Girls's High Schools. Accordingly it has been decided to establish in those schools a normal course a short course for training of teachers in order to give special education for this purpose. To respond to immediate needs, a Temporary School for Training Teachers has been established for the time being in the Government High School in Seoul with the object of training teachers for Common Schools:

An Industrial School is an institution in which students wishing to engage in agriculture, commerce and technical industry are trained, giving them the necessary education therefor. Under this designation come Agricultural Schools, Commercial Schools, Technical Schools and Elementary Industrial Schools. Schools in which sericulture, forestry, stock-breeding or fishery are taught are recognized as Industrial Schools.

The period of study in an Agricultural School, Commercial School or Technical School may be fixed within the limits of two to three years. Those eligible for admission to one of these schools must be not less than full twelve years of age and be graduates from a Common School, the period of study in which is four years, or those whose qualifications are recognized as equal or superior to those of the aforesaid.

In an Agricultural School, Commercial School or Technical School the five subjects, morals, matters concerning the given industry and practical work therein, the

national language, the Korean language and Chinese literature, mathematics and natural science, are indispensable subjects of study. Other subjects of study may be additionally instituted in a way suitable to practical needs. With regard to their standard and hours allotted to them only a general standard has been given for the sake of formality. The inclusion or exclusion of subjects of study, their standard and the appropriation of hours to them should not necessarily be made uniformly, but may be determined chiefly in deference to local conditions.

The institution of an Elementary Industrial School aims at spreading industrial education in the simplest way. Such a school should be established as far as possible as an affiliated institute of a Common School or some other Industrial School. In this way it is hoped that all desiring to study elementary industry will have the chance to attain their wish, irrespective of their being or not being apprentices actually engaged in business and no matter whether they are or are not graduates of a Common School. Instruction may be given at any time, for instance in the evening, or on Sundays and during summer and winter holidays, or during a particular season chosen for that purpose.

The education given in an Industrial School should lay special importance on practice and should avoid too much teaching of theories. It should agree with local needs and conditions and be practical, so that the pupils may acquire knowledge and art indispensable to daily life and afterwards contribute to the improvement and development of industry.

A Special School is an institution in which education in higher branches of science and art is given. The period of study in it is three or four years. Those eligible for admission to the school must be not less than full sixteen years of age and be graduates of a High School or those having qualifications recognized as equal or superior to the aforesaid.

Private schools are still unavoidably more or less incomplete in their institution, but it is impossible to introduce into them radical reform and improvement. They should be cordially and sympathetically led and superintended and those concerned should be induced to understand and appreciate the essential principles of education in Chosen and the ways and means of carrying it out, so that they may not commit blunders in the management of their schools. Especially in view of the utmost importance of the proper selection of teachers and text books, they should be made to pay great attention thereto.

With regard to *Sohtang* or *Keulpang* (old fashioned village schools) any radical measures should not be taken concerning the present condition of the education carried on therein. These institutions have existed for a long time and inasmuch as the institutions for common education are not as yet thoroughly provided an attempt aimed at their reform or abolition is not a measure agreeable to the present popular condition. Their real condition should be studied they should be and slowly guided and developed.

In general in order to reap the best fruit of education, it will not do simply to enforce the laws, regulations and provisions concerning it. It will come from the careful and

through guidance and superintendence on the part of those concerned as well as from the painstaking exertions and unceasing efforts on the part of school directors and teachers. The Provincial Governors and Directors of the Government schools should understand the ideas so far explained and by encouraging their subordinates and taking adequate measures should endeavour to realize real and beneficial results.

MEMORANDUM

Concerning the Enforcement of the Chosen Educational Ordinance

SHOWN BY

THE EDUCATIONAL AUTHORITIES.

On November, 1, 1911.

1.—The Chosen Educational Ordinance enacted on the 23rd of August this year by Imperial Ordinance No. 229 and published on the following day, in the *Official Gazette* of the Government General of Chosen, shall be applicable to all kinds of education of Koreans in Chosen and all schools shall be conducted alike, irrespective of their being government, public or private, by the said Ordinance. In conformity with the Ordinance, Regulations for Common Schools, High Schools Girls' High Schools, Industrial Schools, and Private Schools were promulgated by Ordinances of the Government General of Chosen in the *Official Gazette* of the Government on the 20th of October and they come in force on the first of November.

2.—The essential principle of education of Koreans in Chosen shall be the making of loyal and good subjects by giving instruction on the basis of Imperial Rescripts concerning education, given in the 23rd year of Meiji (1890). Also, the education of Koreans in Chosen shall be adapted to the needs of the times and the condition of the people. These two items are most important in connection with

education in Chosen. Consequently, all persons, irrespective of their being official or private, who concern themselves with the Korean education shall not neglect them even for a moment.

3.—Schools in Chosen are divided into two kinds in reference to the curriculum of schools: those having that determined by laws and ordinances and others which are not so determined. In other words, Common Schools, High Schools, Girls' High Schools, and Industrial Schools have their own curriculum determined by the Regulations respectively, but all private schools which do not come under any of the Regulations for the above-stated schools have not special curriculum determined by Regulations.

4.—A common School is an institution in which boys and girls are given the elementary common education; a Higher Common School is an institution in which boys of advanced age are given the higher common education; a Girls' Higher Common School is an institution in which girls in advanced age are given the higher common education; an Industrial School is an institution in which the industrial education is given in the main; and these schools shall be established and carried on in accordance with their respective Regulations. The Ordinance may give permission to any private individual for the establishment and the carrying on of the schools of the above mentioned classes, provided that he does it in compliance with the respective Regulations. However, regarding their curriculum it goes without saying that they must be in accordance with those which are determined by the Regulations respectively.—

5.—Private schools in broad sense, include Common Schools, High Schools, Girls' High Schools, and Industrial Schools, but besides these schools, a private person can establish and carry on any other private schools, according to any special necessity. The stipulation is quite the same as that which existed hitherto, and is recognized by the Ordinance even in the new educational system. In other words, a private person can establish and carry on any other private school than Common Schools, High Schools, Girls' High Schools, and Industrial Schools, complying to the Regulations for Private Schools. Many of the Private Schools existing at present should come under the Regulation and be controlled by them.

6.—A school, the curriculum of which is determined by the Regulations, such as a Common School, a High School, a Girl's High School, and an Industrial School, although it is private, shall not be permitted to give education concerning religion or to hold ceremonies relating to the same. This is stipulated in conformity with the educational policy in Japan proper which sets forth education in general to be exempt from religious teaching. This rule, however, shall not be applied to a private school the curriculum of which, is not specially determined by the Regulations, such as a religious school for instance or any other private school than Common School, High School, Girls' High School and Industrial School.

7.—Generally speaking, the attainment of good results of education owes very much to the selection of teachers and text-books. Therefore, the parties concerned shall pay attention to these points as much as possible; and they

shall employ teachers who have good scholarship and conduct. Also, regarding textbooks, when they use others than those compiled and edited by the Government General, they shall be careful so that they don't use such books as are prohibited or disapproved by the Government General.

8.—All schools which have been recognized hitherto and are existing at present, shall be deemed as schools established in accordance with the new Regulations, and consequently they will not need to apply for recognition of establishment in compliance with new Ordinance.

9.—As above stated, regarding the treatment of private school, there is no remarkable change. The Government General recognizes that private schools are displaying no little good work for the enlightenment of Chosen for the present. They will be welcomed by the Government General, if they are carried on quite in conformity with the provisions of the Educational Ordinance and the principle of education of the Japanese Empire. Should they act contrary to the said provisions and principle the Government General can not permit their existence, in order to maintain the public peace of our country. To my great regret, I have heard several times that some of the private schools are using inadequate text-books or teaching unfit subjects of study. In future you are asked to pay more attention than ever concerning these points, in those schools with which you have relationship either direct or indirect, and you are asked also to fully superintend the schools under your control, so that they should not deviate from the object for which they were established.

10.—With regard the enforcement of the Educational

Ordinance, the Governor General has given notice and instruction on the first of November and shown therein the outline of the new system of education and the principal items to which attention must be called concerning the enforcement. I hope you will understand the said Notice and Instruction, and give due attention all the time to the laws and ordinances concerning education which will be promulgated in the future, and carry on your schools on the basis of the laws and ordinances.

II.—The form which will be used for application for recognition of establishment of a private school in compliance with new Regulations for private schools will be published later with detailed statements in connection with the same.

REGULATIONS FOR COMMON SCHOOLS.

(ENACTED ON OCTOBER 20, 1911, BY CHOSEN GOVERNMENT
GENERAL ORDINANCE NO. 110 AND PUBLISHED IN
THE OFFICIAL GAZETTE OF THE SAME DATE.)

CHAPTER I.

ESTABLISHMENT AND ABOLITION.

Art. I. Those desiring to obtain permission to establish a Common School shall apply to the Governor General of Chosen by submitting the following particulars.

1. Name and site of the school.
2. Period and subjects of study.
3. Fixed number of pupils.
4. Date of opening of the school.
5. Ground plan of the school ground and buildings (giving the area in *tsubo* and description of the neighbourhood) and the name of the owner.
6. Annual estimates of revenues and expenditures.
7. Ways and means of maintenance.

Art. II. When a common School intends to introduce changes in item No. 2 or No. 7 of the foregoing article, permission shall be obtained from the Governor General of Chosen and when alterations are made in items No. 1 and No. 3 to No. 5 they shall be reported to him.

Art. III. When permission for the abolition of a Common School is desired, it shall be applied for to the

Governor General of Chosen by submitting the reason for the step, the disposal of its pupils and the date of its abolition.

Art. IV. The number of its pupils admitted to a class in a Common School shall be about sixty.

Art. V. The term "Common School" shall be used to designate a school established in accordance with the provisions of this ordinance.

No school is allowed to call itself Common School other than one established in accordance with the provisions of this ordinance.

CHAPTER II.

SUBJECTS OF SYUDY, RULES OF TEACHING AND COURSE.

Art. VI. The subjects of study in a Common School shall be morals, the national language, the Korean language and Chinese literature, arithmetic, nature study, singing, physical exercises, drawing, manual work, sewing and handicraft, elementary agriculture and elementary commerce. Of these, however, in consideration of local conditions, nature study, singing, physical exercises, drawing, mannul work, sewing and handicraft, elementary agriculture and elementary commerce may be dispensed with for the time being. Manual work is taught to boys and sewing and handicraft to girls. Either elementary agriculture or elementary commerce is taught to boys.

Art. VII. In a Common School attention shall be paid to

the following items in giving instruction :—

1. The essential object of a Common School being the elevation of the moral character of pupils and the making of them into loyal and hard-working people, instruction in whatever subject must be given with this in view at all times.

2. As it is very important to cultivate the habit of order and discipline, pupils must be taught in whatever subject with this in view at all times.

3. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

4. In imparting knowledge and art selection should be made of those indispensable to daily life. These should be repeatedly taught, so that the pupils may freely apply their acquirements to practical purposes.

5. In teaching whatever subject of study, care must be taken to accommodate it to the mental and physical development of the pupils.

6. Instruction must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

7. In giving instruction the difference of sexes must of course be borne in mind, and further the individual characteristics of each must be taken into account.

Art. VIII. In teaching morals the principal aim should be

the fostering of moral ideas and sentiments on the basis of the Imperial Rescript on Education and the encouragement of personal action and practice of what has been taught. Attention should be paid to the preservation of existing good manners and customs.

The teaching of morals should begin with simple and immediate items, and instruction in the essential points of moral principles. Subsequently responsibilities and duties towards the State and society should be taught and the spirit and habit of abiding by the law, of respecting public spiritedness and of showing willingness to work for the public good should be fostered. In addition to these common etiquette should be taught.

Girls should specially be taught so as to cultivate the virtue of chastity and modesty.

Art. IX. In teaching the national language, common spoken and written language should be taught. The principal aim should be to let the pupils acquire the ability to understand clearly what is told them as well as to express themselves freely in that language, besides imparting to them knowledge indispensable to daily life and contributing to the elevation of moral character.

The teaching of the national language should be commenced with instruction in *kana* characters and proceed to the teaching of common spoken language, culminating in that of simple written language. As material, matters concerning morals, history, geography, nature study, industry and other things indispen-

sable to daily life should be adopted. For girls matters concerning house-keeping should specially be put in.

In teaching the national language, reading, interpretation, conversation, recitation, dictation, composition and caligraphy should be given simultaneously. Composition and caligraphy, however, may be taught in different hours.

In teaching reading, care should be given to correct pronunciation and the elevation or lowering of voice and the speed of utterance must be properly regulated.

Interpretation should be made in simple and plain spoken language giving clear explanation of words and sentences.

Conversation should be taught with reference to sentences or things in the reading book used and in advanced classes pupils should be made to converse on daily affairs.

Recitation should be taught by selecting good sentences, maxims and verses in the reading book used.

Dictation should be taught by dictating words and sentences from the reading book used and also by selecting other words and sentences intelligible to children. At times children should be made to write from memory.

Composition should be generally in the spoken language. Simple and short sentences should first be taught and by degrees longer and complicated sentences as well as letter writing.

Caligraphy should aim at practical use. Training

in the writing of the *kana* and Chinese characters should be given. The styles of writing Chinese characters should be *kaisho* (square style) and *gyasho* (script style).

Art. X. In teaching the Korean language and Chinese literature the aim should be the enabling of pupils to acquire the ability to understand ordinary words and writing as well as to carry on ordinary conversation and to despatch business. In addition the uplifting of moral character should be aimed at.

The teaching of the Korean language and Chinese literature should begin with *cummun* and on to mixed scripts and easy Chinese sentences. As material the suggestions given with regard the teaching of the national language should be followed, In teaching Chinese literature material calculated to help the elevation of moral character should specially be chosen.

In teaching the Korean language and Chinese literature, reading, interpretation, recitation, dictation and composition should be taught simultaneously.

In teaching the Korean language and Chinese literature connection should always be maintained with the national language. At times pupils should be required to interpret in the national language.

Art. XI. In teaching arithmetic, it should be the chief aim to train the pupils in making ordinary calculations, and so to acquire knowledge indispensable to daily and lead their thinking faculty to be exact and close,

In the teaching of arithmetic, counting and the writing of figures, ordinary numbers, decimals, equa-

tions fractions, ratios, percentages and mensuration should be taught.

In teaching arithmetic calculations by writing and mentally should be taught. In advanced classes, the use of the abacus should be taught and the pupils accustomed to its use.

In teaching arithmetic the methods of calculation should be explained and the pupils should be trained to be at home with calculations and thus be enabled to calculate rapidly and correctly. They should also be taught to write figures, make calculations and put down formulas in a correct and clear way.

Problems of arithmetic should have connection with and complement matters taught in other lessons and be selected so as to suit practical purposes in accordance with the local conditions and the surrounding of the pupils

Art. XII. In teaching nature study it should be aimed at enabling the pupils to understand ordinary things and phenomena of nature, their mutual relations and the outline of their relations with human life. They should also be taught to adapt their knowledge to practical purposes in life.

In teaching nature study such plants, animals, minerals and natural phenomena as are frequently seen by pupils and the knowledge of which may help them afterwards in pursuing industry and is indispensable in daily life should be chosen as material as much as possible. Physiology and hygiene should also be taught in outline. For girls matters concerning house-keeping

should be taught in addition.

In teaching nature study it is important that the pupils be made to understand clearly what they have been taught by basing the teaching on actual things as much as possible or showing them specimens, models and pictures or by making simple experiments.

Art. XIII. Singing should be taught with the object of giving the pupils the ability to sing simple and easy songs as well as of contributing to the purification of their minds and the elevation of their moral character.

In teaching singing easy songs of simple sound, the words and tunes of which are easy to learn and such as will purify and refine the minds of the pupils should be chosen.

Difficult verses and words should be explained and the pupils should be made to understand their general meaning

Art. XIV. Physical exercises should be taught in order to develop equally all parts of the body, make the posture erect and enliven the spirit. In addition the pupils should be made to observe discipline and acquire the habit of temperance.

For physical exercises sports and ordinary gymnastics should be taught.

Part of the hours allotted to physical exercises or some extra hours may be used in allowing pupils to engage in out-door sports of allotted to the teaching of swimming or skating.

Art. XV. In teaching drawing the chief aim should be the acquisition by the pupils of the ability to observe and

draw correctly the figures of ordinary things, in addition to fostering their aesthetic sense.

Free hand drawing should be taught by the aid of things daily seen by pupils or those used in other lessons as far as possible. Also simple geometrical drawing should occasionally be taught.

In teaching drawing, drawing from copy books as well as from models and designing should be taught in proper proportion.

Art. XVI. Manual work should be taught with the object of giving the pupils the ability to make simple articles as well as of engendering the love of hand work.

In teaching manual work simple and easy work should be taught in paper, clay, wood, bamboo and other materials easily obtainable in the locality.

Art. XVII. Sewing and handicraft should be taught with the object of teaching girls ordinary work and art, in addition to engendering the habit of thrift and utilization.

In teaching sewing the method of using a needle should at first be taught and then instruction in the method of sewing ordinary clothes, of cutting cloth and of mending should be begun. Opportunely the method of washing clothes should also be taught. As material inexpensive cloth for ordinary use should be chosen.

As handicraft knitting, braid-making, pouch-making artificial flower-making, dyeing, weaving and so forth should be taught.

Art. XVIII. Elementary agriculture should be taught with the object of giving the pupils some primary knowledge and art concerning agriculture, inspiring in them

taste for that industry and the habit of industry.

In consideration of local conditions, the teaching of elementary agriculture may be replaced by instruction in the primary knowledge and art concerning fishery or both may be taught.

In teaching elementary agriculture, matters easily understood by pupils and suited to local conditions should be taught with regard to ploughing, sowing, cultivation of vegetables, sericulture, planting of trees and so forth.

In teaching elementary agriculture connections should specially be maintained with matters taught in nature study, and they be made to complement each other. The pupils should be made engage in practical work as far as possible.

Art. XIX. Elementary commerce should be taught with the object of imparting the first knowledge of commerce in addition to fostering the habit of industry and of respecting confidence.

In teaching elementary commerce, matters easily understood by pupils concerning book-keeping, calculations, transactions and so forth should be chosen as subjects.

In teaching elementary commerce connections should be maintained with the teaching of the national language, arithmetic and science and they be made to complement each other.

Art. XX. The standard of each of the subjects of study and the number of hours allotted to them per week shall be fixed in compliance with the table given else-

the following items in giving instruction :—

1. The essential object of a Common School being the elevation of the moral character of pupils and the making of them into loyal and hard-working people, instruction in whatever subject must be given with this in view at all times.

2. As it is very important to cultivate the habit of order and discipline, pupils must be taught in whatever subject with this in view at all times.

3. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

4. In imparting knowledge and art selection should be made of those indispensable to daily life. These should be repeatedly taught, so that the pupils may freely apply their acquirements to practical purposes.

5. In teaching whatever subject of study, care must be taken to accommodate it to the mental and physical development of the pupils.

6. Instruction must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

7. In giving instruction the difference of sexes must of course be borne in mind, and further the individual characteristics of each must be taken into account.

Art. VIII. In teaching morals the principal aim should be

the fostering of moral ideas and sentiments on the basis of the Imperial Rescript on Education and the encouragement of personal action and practice of what has been taught. Attention should be paid to the preservation of existing good manners and customs.

The teaching of morals should begin with simple and immediate items, and instruction in the essential points of moral principles. Subsequently responsibilities and duties towards the State and society should be taught and the spirit and habit of abiding by the law, of respecting public spiritedness and of showing willingness to work for the public good should be fostered. In addition to these common etiquette should be taught.

Girls should specially be taught so as to cultivate the virtue of chastity and modesty.

Art. IX. In teaching the national language, common spoken and written language should be taught. The principal aim should be to let the pupils acquire the ability to understand clearly what is told them as well as to express themselves freely in that language, besides imparting to them knowledge indispensable to daily life and contributing to the elevation of moral character.

The teaching of the national language should be commenced with instruction in *kana* characters and proceed to the teaching of common spoken language, culminating in that of simple written language. As material, matters concerning morals, history, geography, nature study, industry and other things indispen-

Shinnen Enkai (The 5th of January).

Kigensetsu (The 11th of February).

Jimmu Tenno Sai (The 3rd of April).

Meij Tenno Sai (The 30th of July).

Tencho Setsu (The 31st of August).

Tencho Setsu Shukujitsu (The 31st of October).

Kanname Sai (The 17th of October).

Niiname Sai (The 23rd of November).

Shunki Korei Sai (Vernal Equinox).

Shuki Korei Sai (Autumnal Equinox).

Sundays.

Anniversary of the Founding of the Government

General Administration (The 1st of October).

Summer vacation (July 21 to August 31).

Winter vacation (December 29 to January 5 following).

End of School Year vacation (March 26 to March 31).

Besides the above mentioned, under special circumstances the principal of a school may, obtaining the approval of the Governor of his province, institute extraordinary holidays or alter the dates and duration of the summer or winter vacations.

In cases in which, due to natural disasters, accidents and unavoidable occurrences, there is no time to obtain the aforesaid approval, the principal of a school may institute an extraordinary holiday. Such cases shall be reported to the Provincial Governor without delay.

CHAPTER V.

ADMISSION, EXPULSION AND PUNISHMENT.

Art. XXVII. Admission of children to a school shall be made within thirty days from the beginning of the school year. Under special circumstances, however, this rule may not necessarily be followed.

Art. XXVIII. The principal of a school may order the expulsion of, or suspension from attendance by, a pupil coming under any of the following categories :

1. One addicted to bad behaviour or showing very poor results.
2. One violating an order of the school and considered incorrigible.
3. One guilty of irregular attendance.
4. One suffering from or in danger of being attacked by an infectious disease.

Art. XXIX. The principal of a school may inflict punishment on pupils when he thinks it necessary for their education.

CHAPTER VI.

COMPLETION OF A SCHOOL YEAR AND GRADUATION.

Art. XXX. The completion of a school year or graduation from a school by a pupil shall be recognized after consideration and inspection of the results shown by the same in ordinary days.

The principal of a school may promote to a suitable higher grade a pupil of advanced age and special ability.

Art. XXXI. The principal of a school shall confer diplomas of graduation on pupils who have been recognized as having completed the school course.

The principal of a school may confer certificates of the completion of a school year on pupils who have been recognized as having completed the school year.

CHAPTER VII

MISCELLANEOUS RULES.

Art. XXXII. A Common School may charge a tuition fee after obtaining approval of the Governor of the province.

In applying for the aforesaid approval, the amount of the tuition fee to be charged and the date for receiving it shall be submitted. The same procedure shall be gone through when alterations are to be introduced.

Art. XXXIII. A Common School shall provide itself with the following tables and books:—

1. A diary, a table showing daily lessons, a table showing particulars of instruction, a table showing the conditions of the school, a table showing distribution of text books, and a ground plan of the school ground and buildings.

2. A register giving the names of the members of the school faculty, records of their personal careers, an attendance book and a table showing subjects of

study allotted to teachers and hours allotted to them for instruction.

3. A register giving the names and other particulars of pupils, an attendance book for them, a book recording efforts exerted to cause them to attend, and and a table for the consideration and inspection of the results shown by them.

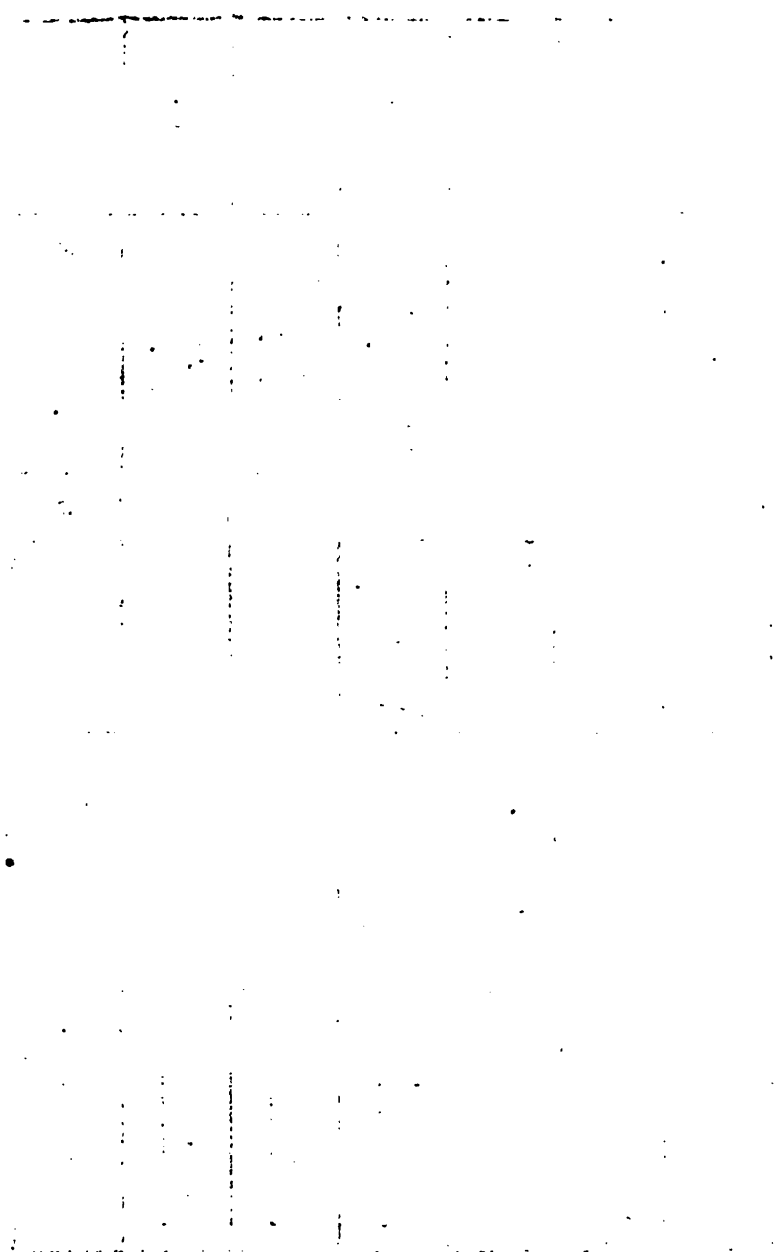
4. Registers and books concerning the accounts of the school and catalogues of implements, machinery, models and specimens belonging to the school.

5. Tables and books other than those mentioned above considered necessary for instruction, government of pupils and their discipline.

SUPPLEMENTARY RULES.

This ordinance shall be in force on and after November 1, 1911.

As for those pupils remaining in the supplementary course at the time this ordinance is enforced, they shall be dealt with in compliance with the provisions hitherto in force.



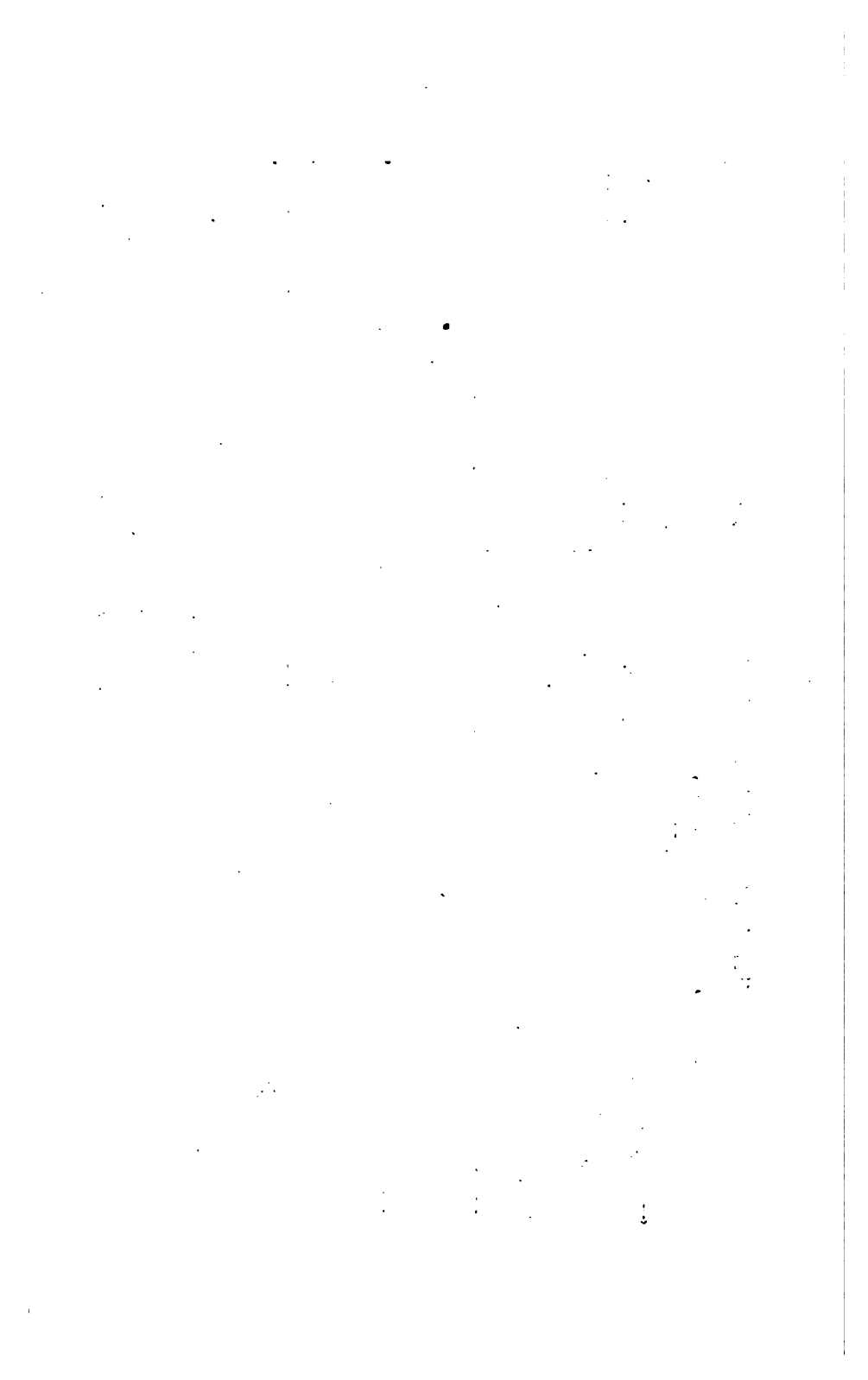


TABLE OF CURRICULUM FOR A HIGH SCHOOL
SHOWING SUBJECTS OF STUDY, STANDARD AND NUMBER OF HOURS PER WEEK
ALLOTTED TO THEIR TEACHING.

School Year.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.	
						drawing.		
Singing	1	Simple Songs and Sight Reading.	1	do.				
Physical Exercises..	2	Gymnastics, drill.	2	do.	2		2	do.
Total.....	32		32		32		32	

REMARKS:—

1. To those wishing to enter the Normal Course, "Education" shall be taught two hours per week during the last school year.
2. In teaching of Industry practical work may be assigned in case of necessity.

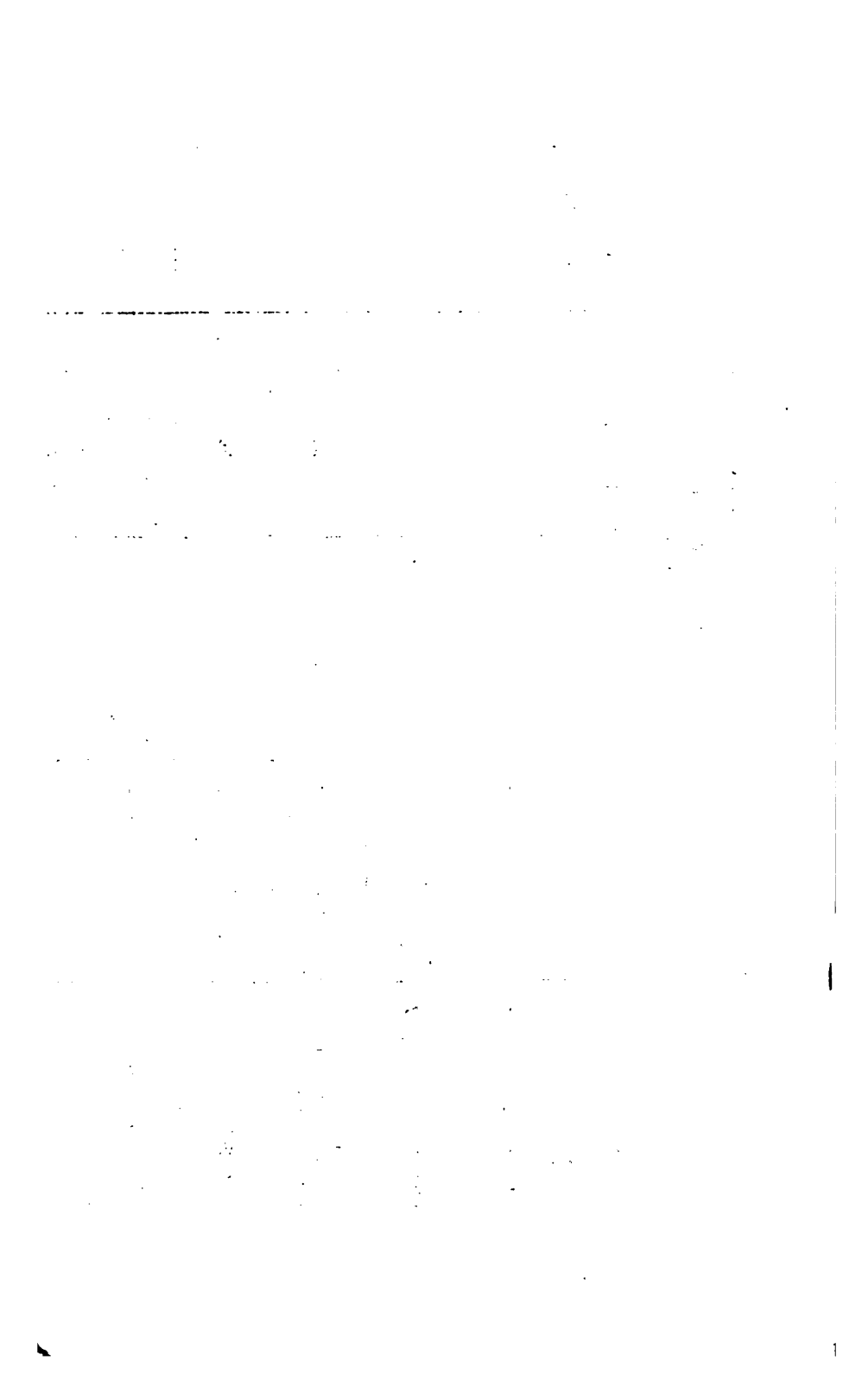
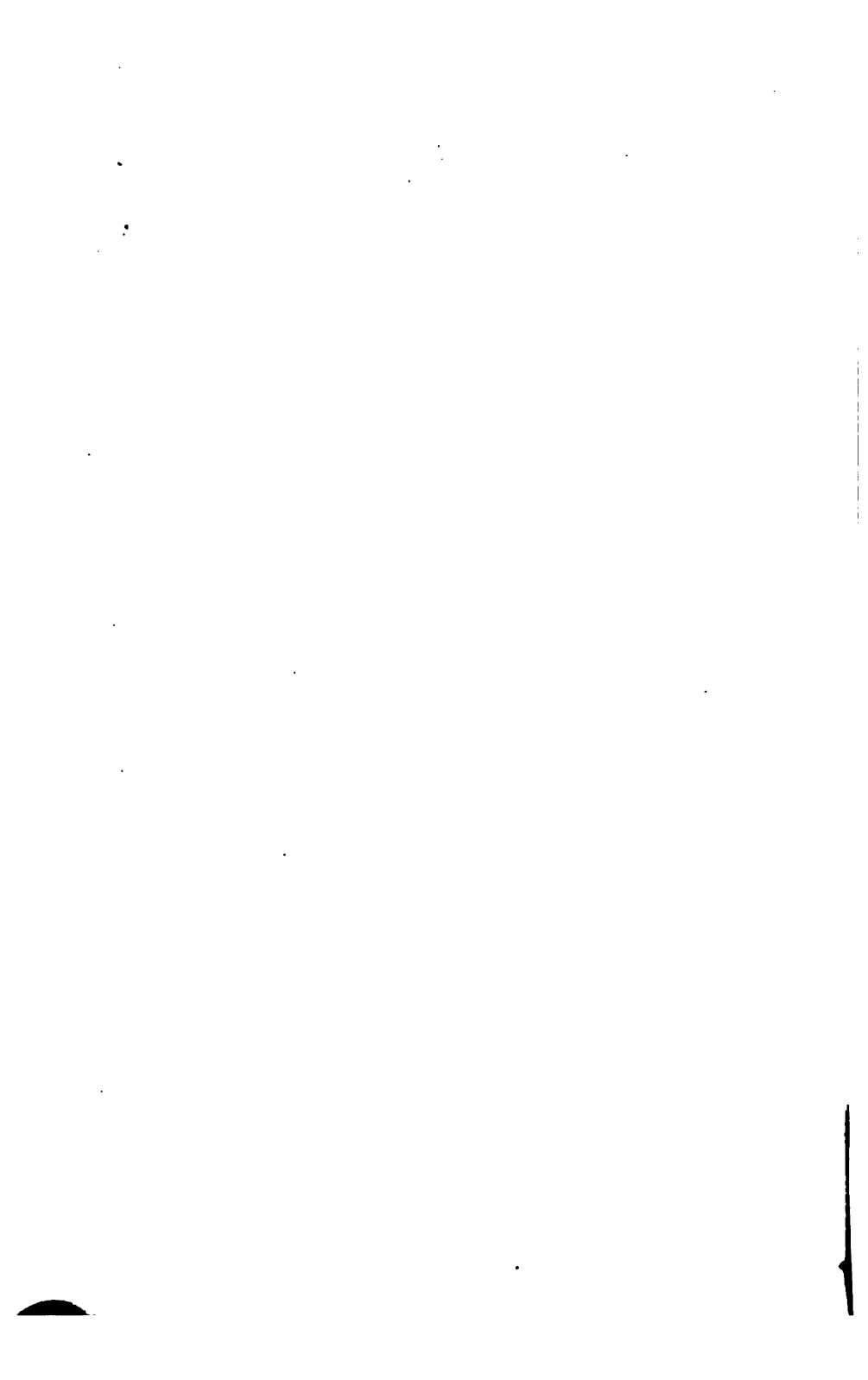


TABLE OF CURRICULUM FOR THE NORMAL COURSE IN A HIGH SCHOOL.

SHOWING SUBJECTS OF STUDY, STANDARD AND NUMBER
OF HOURS PER WEEK ALLOTTED TO THEIR
TEACHING.

SUBJECTS.	HOURS.	STANDARD.
Morals.....	2	Essential points of morals.
Education.....	6	Theory and Art of teaching, educational ordinances and regulations, management of a school.
National Language	6	Reading, translation, conversation, dictation, composition, grammar, writing, study of text-books.
Korean Language and Chinese Literature .	2	Reading, interpretation recitation, dictation, composition, study of text-books.
Arithmetic.....	3	Arithmetic (including the use of the abacus); study of text-books.
Natural Science.....	3	Experiments in natural science, physics and chemistry; collection and preparation of specimens.



Regulations for High Schools.

(ENACTED ON OCTOBER 20, 1911, BY CHOSEN GOVERNMENT
GENERAL ORDINANCE No. 111 AND REVISED BY THE
SAME No 137 ON DECEMBER 1, 1919.)

CHAPTER I.

ESTABLISHMENT AND ABOLITION.

Art. I. Those desiring to obtain permission to establish a High School shall apply to the Governor General of Chosen by submitting the following particulars.

1. Name and site of the School
2. Date of opening of the school.
3. Special regulations.
4. Ground plan of the school ground and buildings (giving the area in *tsubo* and description of the neighbourhood) and the name of the owner.
5. Annual estimates of revenues and expenditures.
6. Ways and means of maintenance.

Art. II. When a High School intends to introduce changes in item No. 3 or No. 6 of the foregoing article, permission shall be obtained from the Governor General of Chosen and when alterations are made in items No. 1, No. 2 or No. 4 they shall be reported to him.

Art. III. The following matters shall be provided by the special regulationed in Art. I:—

1. Specified number of pupils.
2. Matters concerning admission, expulsion and

punishment of pupils.

3. Matters concerning the completion of a school year and graduation by pupils.
4. Matters concerning the tuition fee.
5. Matters besides those above mentioned considered necessary by the school concerned.

Art. IV. When permission for the abolition of a High School is desired, it shall be applied for to the Governor General of Chosen by submitting the reason for that step, the disposal of its pupils and the date of its abolition.

Art. V. The number of pupils admitted to a class in a High School shall be about fifty.

Art. VI. The term "High School" shall be used to designate a school established in accordance with the provisions of this ordinance.

No school is allowed to call itself High School other than one established in accordance with the provisions of this ordinance.

CHAPTER II.

SUBJECTS OF STUDY RULES OF TEACHING AND COURSE.

Art. VII. The subjects of study in a High School shall be morals, the national language, the Korean language and Chinese literature, a foreign language history, geography, mathematics, natural history, physics and chemistry, law and economy, industry, drawing, singing, physical exercises.

The foreign language referred in the above, is either English, German, or French.

“Industry” comprises agriculture, commerce, and manual work. In case more than two of the three subjects are included; only one of them is to be taught to the students.

Law, economy, industry, and singing may be dispensed with.

Industry may be made an optional subject.

Pedagogy is for those students taking up the normal course.

Any subject of study may be omitted by a student who cannot take it owing to his health condition.

Art. VIII. The subjects of study in the normal course shall be morals, pedagogy, the national language, the Korean language and Chinese literature, arithmetic, natural science, industry, drawing, manual work, music and physical exercises.

Art. IX. The subjects of study in the short course for training teachers shall be morals, pedagogy, the national language, the Korean language and Chinese literature, history and geography, arithmetic, natural science, industry, drawing, music and physical exercises. Of these the director of the school concerned may omit one or more than one subjects after obtaining permission from the Governor General of Chosen.

Art. X. In a High School attention shall be paid to the following items in giving instruction :—

1. The essential object of a High School being the cultivation of common sense and the making

of loyal and hard-working people, instruction in whatever subject must be given with this in view at all times.

2. As it is very important to cultivate the habit of order and discipline, pupils must be taught in whatever subject with this in view at all times.

3. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

4. In imparting knowledge and art, selection should be made of those indispensable to daily life. Care must be taken not to fall into an undesirable state of looseness by attempting to impart too much.

5. Instruction must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

6. In giving instruction care must be taken in its method and the pupils must be guarded against merely committing to memory what they have been taught. They must be guided to reason and think for themselves.

Art. XI. In the normal course, in addition to those provided in the preceding article, attention shall be given in instruction to the following items:—

1. Instruction shall be given so as to cultivate the character and dignity becoming to teachers.

2. Instruction shall be given with the aim of imparting what is necessary to teachers and agreeing

with the essential motive of Common School education and rules of teaching.

Art. XII. In teaching morals, the principal aim should be the fostering of moral ideas and sentiments on the basis of the Imperial Rescript on Education as well as the encouragement of personal action and practice of what has been taught. Attention should be paid to the preservation of existing good manners and customs.

The teaching of morals should have maxims and exemplary acts as topics and the pupils taught the essential outline of morals with reference to daily conduct. They should especially be taught responsibilities and duties towards the State and society and the spirit and habit of abiding by the law, of respecting public spiritedness and of showing willingness to work for the public good should be fostered. In addition to these, common etiquette should be taught.

Art. XIII. In teaching the national language the principal aim should be the acquisition by the pupils of ability to apprehend speeches and writing, to express themselves freely and correctly in the language, besides fostering interest in and taste for literature in their minds.

The teaching of the national language should begin with writings of the present day and advance to those of comparatively modern days, so that pupils may acquire the ability to speak fluently. Besides they should be taught easy and practical composition, essential grammar, dictation, and calligraphy.

Art. XIV. In teaching the Korean language and Chinese literature the essential aim should be the enabling of

the pupils to acquire the ability to apprehend ordinary speeches and writing well so as to be able to deal with daily business. In addition the cultivation of moral character should be aimed at.

In teaching the Korean language and Chinese literature, such materials for reading as will develop the moral sense of the pupils, should be selected; also lessons in easy Korean composition and dictation should be given.

Art. XIV., (b). In teaching a foreign language, it should be the principal aim to make the pupils acquire ability to understand and use English, German, or French of daily use, helping at the same time in the development of their intellectual faculty and moral character.

Lessons in a foreign language should begin with pronunciation and spelling, proceed to easy reading, translation, conversation, composition and dictation, and then pass on to advanced lessons in that language, besides teaching fundamental knowledge in grammar and penmanship.

Art. XV. The teaching of history should aim at enabling the pupils to know important historical events and understand social changes and the progress of civilization. Above all the students should be taught fully to understand the development of our Empire and its characteristic national constitution. Both the history of the Empire and that of foreign countries should be taught. In teaching Japanese history, besides important historical events from the beginning of the Empire to the present day, those relating to the present

day, and those relating to Chosen should be treated.

In teaching the history of foreign countries, the pupils should be made to know the progress of the general trend of the world as well as the development of the world's civilization, besides being given a knowledge of important events having special connection with the civilization of the Empire.

Art. XVI. In teaching geography, the principal aim should be to impart a good knowledge of the shape and motion of the earth, its surface, the condition of the life of mankind, and the situation of the Empire and foreign countries.

In addition to the geography of the Empire and foreign countries with special relations to the Empire, some knowledge of physical geography should be given.

Art. XVII. In teaching mathematics it should be the essential aim to make the pupils understand the relations of numbers or quantities and render them adept in making calculations as well as in practical application. In addition it should be aimed at training their thinking faculty to be exact and correct.

Lessons in mathematics should include arithmetic, algebra, and geometry.

Art. XVIII. In teaching natural history, it should chiefly be aimed at to enable the pupils to acquire a good knowledge of things of nature, their relations to each other and to human life, developing at the same time their power of observation.

Through lessons in natural history, a general

knowledge of the chief plants, animals, minerals, and the structure of the human body should be given, together with the outline of physiology and hygiene. Experiments should also be given at convenience.

Art. XVIII. (b) In the teaching of physics and chemistry, it should be the principal aim to make the pupils understand things and phenomena of nature, the laws controlling them, and their relations to human life, and to train their power of observation and thinking faculty to be accurate.

Thorough lessons in physics and chemistry, a knowledge of the chief phenomena and their laws, the structure and operations of instruments used in their studies, and elements and their combinations should be given. Experiments should also be given at convenience.

Art. XIX. In teaching industry, it should be the chief aim to make the pupils acquire a knowledge and ability of industry. At the same time the taste for industrial work and the habit of respecting diligence should be fostered.

As for industry, easy lessons in agriculture, commerce, or manual work should be given in consideration of local conditions, giving practical exercises as much as possible.

Art. XX. In teaching law and economy, it should be the principal aim to give the pupils a knowledge indispensable to the civic living of people concerning these matters.

Through the lessons, the outline of the Constitu-

tion of the Empire and a general knowledge of law, economy, and finance necessary to the daily life of people should be given.

Art. XXI. In teaching drawing the chief aim should be the acquisition by the pupils of the ability to observe the figures of things minutely and draw them correctly and easily. In addition their designing faculty and aesthetic sense should be fostered.

Free-hand and mechanical drawing should be taught. In the teaching of free-hand drawing, instruction in drawing from nature should chiefly be given. Drawing from copy-books and designing should also be taught. In teaching mechanical drawing, instruction in geometrical, should be given.

Art. XXII. (This Article is struck out.)

Art. XXIII. In teaching singing, it should be the chief aim to give the pupils the ability to sing simple and easy songs and foster their aesthetic sense, contributing also to the purification of their minds and the elevation of their moral character.

In the lessons in singing, songs of simple sounds should chiefly be taught; round and part-songs should be taught at convenience.

Art. XXIV. In teaching physical exercises the chief aim should be the development in a physiological way of all parts of the body, making it strong and its movements active. Besides, the spirit of cheerfulness, sturdiness, perseverance, and endurance, and the habit of pursued discipline and valuing cooperation should be fostered.

In teaching physical exercises gymnastics and drill should be given.

Art. XXV. (This article is struck out).

Art. XXVI. In teaching education the outline of knowledge concerning education should be taught. The pupils should be especially induced to know and appreciate the object and motive of common education.

In teaching education, pedagogy, psychology and logic should be taught in the outline.

Art. XXVII. In teaching morals, education the national language, the Korean language and Chinese literature, arithmetic, natural science, industry, drawing, manual work, physical exercises in the normal course, the chief aim of each subject of study prescribed in Articles XII—XIV, XVII—XIX, XXI, XXIV, and XXVI should be observed, endeavouring to make the pupils well acquainted with the methods of teaching the subjects of study in a Common School.

In teaching education, instruction in the art of teaching, educational ordinances and regulations, and the management and sanitation of a school should be given. Also the pupils should be given practice in teaching.

The pupils should further be enabled to acquire knowledge and art concerning music and the method of teaching singing in a Common School.

In teaching music, instruction in songs of simple and complex sounds and in the use of musical instruments should be given. Besides, the method of teaching singing should be taught.

Art. XXVIII. With regard to the rules of teaching for the short course for training teachers, provisions for the rules of teaching for the normal course shall be applied. With regard to the rules of teaching concerning history and geography the provisions given in Art. XV. and Art. XVI shall be applied.

Art. XXIX. The standard of each of the subjects of study and the number of hours allotted to them per week shall be fixed in compliance with the table given elsewhere. With regard to the short course for training teachers, however, the director of a school having the course instituted in it shall fix these and obtain the approval of the Governor General of Chosen therea-
nent.

Practical exercises of industry may be given in addition to the hours provided for the lessons. In the fourth grade, the hours of lessons per week may be increased or decreased for the whole pupils or part of them, but it is not permitted to increase or decrease the hours of lessons for any subject of study by more than two hours per week, or to decrease the hours per week for the teaching of morals, the national language, and physical exercise, or to cut off the hours per week of other subjects. A school, in which lessons in law, economy, or singing are dispensed with, may apply the hours per week allotted them to other subjects in a suitable way.

Education is taught two hours per week in the fourth grade to those pupils taking up the normal course.

In case there are no text books as mentioned

above, other books may be used after the approval of the Governor General of Chosen has been obtained.

Art. XXXI. When a High School uses text books as mentioned in the first clause of the preceding article, the titles, the number of volumes of those books, the classes for which they are intended, the names of the compilers and publishers and the dates of their publication shall be reported to the Governor General.

When it is intended by a High School to use books as text books as mentioned in the second clause of the preceding article, permission shall be asked for by submitting the titles and the number of volumes of those books, the classes for which they are intended, the names of the compilers and publishers and the dates of their publication.

CHAPTER IV.

SCHOOL YEARS, SCHOOL TERMS AND VACATIONS.

Art. XXXII. A school year shall commence on April 1 and end on March 31 following.

Art. XXXIII. The school year is divided into the following three terms :—

The First Term. From April 1 to August 31.

The Second Term. From September 1 to December 31.

The Third Term. From January 1 to March 31.

Art. XXXIV. The following are holidays :—

Genshisai (The 3rd of January).

Shinnen Enkai (The 5th of January).

Kigensetsu (The 11th of February).
Jimmu Tenno Sai (The 3rd of April).
Meiji Tenno Sai (The 30th of July).
Tenchosetsu (The 31st of August).
Tenchosetsu Shukujitsu (The 31st of October).
Kanname Sai (The 17th of October).
Niiname Sai (The 23 of November).
Shunko Korei Sai (Vernal Equinox).
Souko Korei Sai (Autumnal Equinox).
Anniversary of the Founding of the Government
General Administration (The 1st of October).
Summer vacation (July 21 to August 31).
Winter vacation (December 29 to January 5 fol-
lowing).
End of School Year vacation (March 26 to March
31).

Besides the above mentioned, under special cir-
cumstances the director of a school may, after obtain-
ing the approval of the Governor General of Chosen,
institute extraordinary holidays or alter the dates and
duration of the summer or winter vacations.

In cases in which, due to natural disasters, acci-
dents and unavoidable occurrences, there is no time
to obtain the aforesaid approval, the director of a
school may institute an extraordinary holiday. Such
cases shall be reported to the Governor General of
Chosen without delay.

CHAPTER V.

ADMISSION, EXPULSION AND PUNISHMENT.

Art. XXXV. Admission of pupils shall be made within

thirty days from the beginning of the school year.

Under special circumstances, however, this rule may not necessarily be followed.

Art. XXXVI. Pupils eligible for admission shall be only those having strong and healthy bodies and of good character.

Art. XXXVII. Pupils eligible for admission to the second year class or higher classes shall be those having scholarly attainments equal or superior to those possessed by pupils who have completed the school year in question.

The scholarly attainments of those applicants for admission shall be tested by examining them in each subject of study according to the standard at the completion of the school year in question.

Art. XXXVIII. The director of a school shall order the expulsion of a pupil coming under any of the following categories :

1. One addicted to bad behaviour and considered incorrigible.
2. One violating school regulations or an order of the school and considered incorrigible.
3. One showing poor results and considered hopeless.
4. One not attending school for more than one month consecutive without proper reasons or one irregular in attendance.

Art. XXXIX. The director of a school may inflict punishment on pupils when he thinks it necessary for their education.

CHAPTER VI.

COMPLETION OF A SCHOOL YEAR AND GRADUATION.

Art. XL. The completion of a school year or graduation from a school by a pupil shall be recognized after consideration and inspection of the results shown by the same in ordinary days as well as in examinations. Examinations, however, in drawing, singing and physical exercises may be dispensed with.

Art. XLI. Examinations consist of term and annual examinations. The term examinations shall be held at the end of the first and second terms and the annual examination at the end of the school year.

Art. XLII. The director of a school shall confer diplomas of graduation on pupils who have been recognized as having completed the school course.

The principal of a school may confer certificates of the completion of a school year on pupils who have been recognized as having completed the school year.

CHAPTER VII.

MISCELLANEOUS RULES.

Art. XLIII. A High School may charge tuition fee after obtaining approval of the Governor General of Chosen.

In applying for the aforesaid approval, the amount of the tuition fee to be charged and the date for receiving it shall be submitted. The same procedure shall be gone through when alterations are to be introduced.

Art. XLIV. A High School shall provide itself with the following tables and books:—

1. School regulations, a diary, a table showing daily lessons, a summary of the conditions of the school, a table showing distribution of text books, and a ground plan of the school ground and buildings.
2. A register of the names of the school faculty, records of their personal careers, an attendance book and a table showing subjects of study allotted to teachers and hours allotted to them for instruction.
3. A register giving the names and other particulars of pupils, and an attendance book for them.
4. Tables showing results shown by pupils in ordinary days and examinations, and questions and answers given in annual examinations.
5. Registers and books concerning the accounts of the school and catalogues of implements, machinery, models and specimens belonging to the school.
6. Tables and books other than those mentioned above considered necessary for instruction, school management and education.

Art. XLV. In case a school is abolished or is ordered to be closed the register giving the names and other particulars of the pupils should be submitted to the Governor General of Chosen.

SUPPLEMENTARY RULES.

This order is to be enforced on January 1, 1920. For the pupils who are still at school at the time when the order is put in force, teaching may be continue as

hitherto until the end of March, 1923, in conformity with the old Regulations, or by modifying them after obtaining the approval of the Governor General.

REGULATIONS FOR GIRLS' HIGH SCHOOLS.

(ENACTED ON OCTOBER 20, 1911, BY CHOSEN GOVERNMENT
GENERAL ORDINANCE NO. 112 AND REVISED BY THE
SAME NO. 188 ON DECEMBER 1, 1919).

CHAPTER I.

ESTABLISHMENT AND ABOLITION.

Art. I. Those desiring to obtain permission to establish a Girls' High School shall apply to the Governor General of Chosen by submitting the following particulars.

1. Name and site of the school.
2. Date of opening of the school.
3. Special regulations.
4. Ground plan of the school ground and buildings (giving the area in *tsubo* and description of the neighbourhood) and the name of the owner.
5. Annual estimates of revenues and expenditures.
6. Ways and means of maintenance.

Art. II. When a Girls' High School intends to introduce changes in item No. 3 or No. 6 of the foregoing article, permission shall be obtained from the Governor General of Chosen and when alterations are made in items No. 1, No. 2 or No. 4 they shall be reported to him.

Art. III. The following matters shall be provided for by

the special regulations mentioned in Art. I:—

1. In case an art course is instituted, matters concerning the period of study, subjects of study and their standard and hours allotted per week to their teaching.

2. Specified number of pupils.

3. Matters concerning admission, expulsion and punishment of pupils.

4. Matters concerning the completion of a school year and graduation by pupils.

5. Matters concerning the tuition fee.

6. Matters besides those above mentioned considered necessary by the school concerned.

Art. IV. When permission for the abolition of a Girls' High School is desired, it shall be applied for to the Governor General of Chosen by submitting the reason for that step, the disposal of its pupils and the date of its abolition.

Art. V. The number of pupils admitted to a class in a High School shall be about fifty.

Art. VI. No school is allowed to call itself Girls' High School other than one established in accordance with the provisions of this ordinance.

CHAPTER II

SUBJECTS OF STUDY, RULES OF TEACHING AND COURSE.

Art. VII. The subjects of study in a Girls' High School shall be morals, the national language, the Korean language and Chinese literature, history, geography,

mathematics, natural science, house-keeping, sewing drawing and handicraft, music, and physical exercises. In addition a foreign language, (either English or French) may be taught as an optional subject.

Education shall be taught on those pupils taking up the normal course.

The subjects of study in an arts course shall be fixed by selecting from among the subjects of study mentioned in the preceding clause, excepting sewing and handicraft.

Any subject of study may be omitted by a pupil who cannot take it owing to health conditions.

Art. VIII. The subjects of study in the normal course shall be morals, education the national language, the Korean language and Chinese literature, arithmetic, natural science, household matters, drawing, sewing and handicraft, music and physical exercises.

Art. IX. In a Girls' High School attention shall be paid to the following items in giving instruction :—

1. The essential object of a Girls' High School being the up-bringing of modest and faithful women of industrious and thrifty disposition, instruction in whatever subject must be given with this in view at all times.

2. The national spirit lies in the national language and the language is indispensable in acquiring knowledge and art. Consequently in teaching whatever subject of study the aim should be to enable the pupils to use it correctly and freely.

3. In imparting knowledge and art, selection

should be made of subjects indispensable to daily life. Care must be taken not to foster the habit of frivolity and luxury by giving lessons in obstruse and unpractical subjects.

4. Instruction must not fail to attain its object or in its method, and each subject of study taught must have connection with and complement each other.

5. In giving instruction care must be taken in its method and the pupils must be guarded against merely committing to memory what they have been taught. They must be guided to reason and think for themselves.

Art. X. In the normal course, in addition to those provided in the preceding article, attention shall be given in instruction to the following items:—

1. Instruction shall be given so as to cultivate the character and dignity becoming to teachers.

2. Instruction shall be given with the aim of imparting what is necessary to teachers and agreeing with the essential motive of Common School education and rules of teaching.

Art. XI. In teaching morals, the principal aim should be the fostering of moral ideas and sentiments on the basis of the Imperial Rescript on Education as well as the encouragement of personal action and practice of what has been taught. Attention should be paid to the preservation of existing good manners and customs.

The teaching of morals should have maxims and exemplary acts as topics and the pupils taught the

essential outline of morals with reference to daily conduct. In addition to these, common etiquette should be taught.

Art. XII. In teaching the national language the principal aim should be the acquisition by the pupils of ability to apprehend ordinary speeches and writing as well as to express themselves freely and correctly in that language, and the fostering interest in and taste for literature in their minds, besides helping in development of their intellectual faculties and moral character.

The teaching of the national language should begin with writings of the present day and advance to those of comparatively modern days, so that pupils may acquire the ability to speak fluently. Besides they should be taught easy and practical composition, essential grammar, dictation, and calligraphy.

Art. XIII. In teaching the Korean language and Chinese literature the essential aim should be the enabling of the pupils to acquire the ability to apprehend ordinary speeches and writing so as to be able to deal with daily business. In addition it should be aimed at helping in the cultivation of moral character.

In teaching the Korean language and Chinese literature, such materials for reading as will develop the moral sense of the pupils should be selected; also lessons in easy composition and dictation should be given.

Art. XIV. The teaching of history should aim at enabling the pupils to know important historical events and understand social changes and the progress of civiliza-

tion. Above all the pupils should be taught fully to understand the development of our Empire and its characteristic national constitution.

In teaching Japanese history, besides important historial events from the beginning of the Empire to the present day, and those relating to Chosen should be treated.

Art. XV. In teaching geography, the principal aim should be to impart a good knowledge of the shaps and motion of the earth, its surface, the condition of the life of mankind and the situation of the Empire and foreign countries.

Instruction in the general knowledge of the geography of Japan and the foreign countries having important relations with Japan should be given.

Art. XVI. In teaching mathematics it should be the essential aim to make the pupils understand the relations of nature or quantities and render them adept in making calculations as well as in practical application. In addition it should be aimed at training their thinking faculty to be exact and correct.

Among the lessons in mathematics, those in arithmetic should be chiefly given, though the rudiments of algebra and geometry should also be taught, if necessary.

Art. XVII. In teaching natural science it should chiefly be aimed at enabling the pupils to understand things and phenomena of nature, the laws controlling them and their relations with human life. At the same time the pupils should be taught the way of utilizing natural

forces to practical needs and to the promotion of civilization.

In teaching natural science, instruction in the outline should be given concerning botany, zoology, human physiology and hygiene, physics and chemistry (including mineralogy). These should be taught with connections with household matters.

Art. XVIII. In teaching household matters, it should be the essential aim to enable the pupils to acquire knowledge indispensable to housekeeping. An additional aim should be the cultivation in the minds of the pupils of the love of thrift and industry, order and cleanliness.

In teaching household matters, instruction in clothing, food and habitation, caring for the old and upbringing of children, nursing of the sick, cooking and other matters concerning house-keeping should be given.

Art. XIX. (The Article is struck out.)

Art. XX. In teaching drawing the chief aim should be the acquisition by the pupils of the ability to observe the figures of things minutely and draw them correctly and easily. In addition their designing faculty and aesthetic sense should be fostered.

Of lessons in drawing, those in drawing from nature should be chiefly given, though drawing from copy-books and designing should be taught.

Art. XXI. In teaching sewing and handicraft it should be the chief aim to impart to the pupils matters concerning sewing and handicraft, in addition to foster-

ing the habit of thrift and utilization.

In teaching sewing, instruction in the method of using needles, sewing of ordinary clothes, cutting of cloth and mending as well as some instruction in the use of sewing machines should be given. Opportunely the methods of preserving and washing clothes and kindred matters should be taught. As regards handicraft, instruction should be given in the subjects selected from among paper-work, knitting, artificial flower-making, embroidery, pouch-making, braid-making, dyeing, weaving and so forth.

Art. XXII. In teaching music it should be the chief aim to give the pupils knowledge and art concerning music, foster the sense of beauty, elevate and purify their minds and contribute to the cultivation of their moral character.

In teaching music, songs of simple sounds should chiefly be taught and refined and graceful songs and musical notes having educational value should be chosen for instruction. Opportunely songs of complex sounds and the use of musical instruments should also be taught.

Art. XXIII. In teaching physical exercises the chief aim should be the development in a physiological way of all parts of the body, making it strong and its movements active. Furthermore, the spirit of cheerfulness, habit of pursued discipline, keeping the good deportment, and valuing cooperation should be fostered.

For physical exercises sports and ordinary gymnastics should be taught.

Art. XXIII. (b) In teaching education it should be the chief aim to give instruction in the outline of education so as to make the pupils specially well aware of the object of common education.

Lessons in education should include theory of education, psychology, and logic.

Art. XXIII (c) In teaching a foreign language, it should be the principal aim to make the students acquire ability to understand and use either English or French of daily use, helping at the same time in the development of their intellectual faculty and moral character.

Lessons in a foreign language should begin with pronunciation and spelling, proceed to easy reading, translation, conversation, composition and dictation, and then pass on to ordinary writing in English, or French. Then fundamental knowledge of the grammar and penmanship should also be taught.

Art. XXIV. In teaching morals, education, the national language, the Korean language, and Chinese literature, arithmetic, natural science, house-keeping drawing, sewing and handicraft, music, and physical exercises in the normal course, the chief aim of each subject of study prescribed in Articles XI-XIII, XVI-XVIII, and XX-XXIII (b) should be observed, making the students well acquainted with the methods of teaching the subjects of study in a Common School.

Lessons in education should include theory of education method of teaching, up-bringing of children, and practical exercises in teaching.

Art. XXV. The standard of each of the subjects of study

and the number of hours allotted to them per week shall be fixed in compliance with the table given elsewhere.

The director of a school may shorten the hours allotted per week to teaching to not less than eighteen hours within the period of forty days in winter and summer inclusive.

When lessons in a foreign language are given in addition, not more than three hours per week are permitted to be decreased from the hours allotted to other lessons, but more than two hours per week should not be decreased from the hours allotted to any subject of study.

In all grades, hours per week allotted to the study of any subject for the whole class or part of it may either be increased to or decreased by two hours or less.

In case, however, hours per week are increased or decreased in accordance with the above two clauses, the hours per week allotted to morals, the national language, and physical exercises shall not be decreased, nor shall the hours per week for any other subject be cut off.

Education is taught two hours per week in the third grade to those pupils wishing to take up the normal course.

Art. XXVI. With regard to the standard of each of the subjects of study of the arts course and the number of hours allotted to them per week, these shall be fixed in deference to local conditions.

CHAPTER III.

TEXT BOOKS.

Art. XXVII. Girls' High Schools shall use as text books those compiled by the Government General of Chosen or those examined and approved of by the Governor General of Chosen.

In case there are no text books as mentioned above, other books may be used after the approval of the Governor General of Chosen has been obtained.

Art. XXVIII. When a Girls' High School uses text books as mentioned in the first clause of the preceding article, the titles, the number of volumes of those books, the classes for which they are intended, the names of the compilers and publishers and the dates of their publication shall be reported to the Governor General.

When it is intended by a Girls' High School to use books as text books as mentioned in the second clause of the preceding article, permission shall be asked for by submitting the titles and the number of volumes of those books, the classes for which they are intended, the names of the compilers and publishers and the dates of their publication.

CHAPTER IV.

SCHOOL YEARS, SCHOOL TERMS AND VACATIONS.

Art. XXIX. A school year shall commence on April 1 and end on March 31 following.

Art. XXX. The school year is divided into the following three terms:—

The First Term. From April 1 to August 31.

The Second Term. From September 1 to December 31.

The Third Term. From January 1 to March 31.

Art. XXXI. The following are holidays:—

Genshisai (The 3rd of January).

Shinnen Enkai (The 5th of January).

Kigensetsu (The 11th of February).

Jimmu Tenno Sai (The 3rd of April).

Meiji Tenno Sai (The 30th of July).

Tenchosetsu (The 31st of August).

Tenchosetsu Shukujitsu (The 31st October).

Kanname Sai (The 17th of October).

Niiname Sai (The 23rd of November).

Shunki Korei Sai (Vernal Equinox).

Shuki Korei Sai (Autumnal Equinox).

Sundays.

Anniversary of the Founding of the Government

General Administration (The 1st of October).

Summer vacation (July 21 to August 31).

Winter vacation (December 29 to January 5 following).

End of School Year vacation (March 26 to March 31).

Besides the above mentioned, under special circumstances the director of a school may, after obtaining the approval of the Governor General of Chosen, institute extraordinary holidays or alter the dates and

duration of the summer or winter vacations.

In cases in which, due to natural disasters, accidents and unavoidable occurrences, there is no time to obtain the aforesaid approval, the director of a school may institute an extraordinary holiday. Such cases shall be reported to the Governor General of Chosen without delay.

CHAPTER V.

ADMISSION, EXPULSION AND PUNISHMENT.

Art. XXXII. Admission of pupils shall be made within thirty days from the beginning of the school year. Under special circumstances, however, this rule may necessarily be followed.

Art. XXXIII. Pupils eligible for admission shall be only those having strong and healthy bodies and of good character.

Art. XXXIV. Pupils eligible for admission to the second year class or higher classes shall be those having scholarly attainments equal or superior to those possessed by pupils who have completed the school year in question.

The scholarly attainments of those applicants for admission shall be tested by examining them in each subject of study according to the standard at the completion of the school year in question.

Art. XXXV. The director of a school shall order the expulsion of a pupil coming under any of the following categories :

1. One addicted to bad behaviour and considered incorrigible.
 2. One violating school regulations or an order of the school and considered incorrigible.
 3. One showing poor results and considered hopeless.
 4. One not attending school for more than one month consecutive without proper reasons or one irregular in attendance.
- Art. XXXVI. The director of a school may inflict punishment on pupils when he thinks it necessary for their education.

CHAPTER VI

COMPLETION OF A SCHOOL YEAR AND GRADUATION.

Art XXXVII. The completion of a school year or graduation from a school by a pupil shall be recognized after consideration and inspection of the results shown by the same on ordinary days. With regard, however, to the national language, the Korean language and Chinese literature, history, geography, mathematics and natural science pupils may be subjected to examination.

Art. XXXVIII. The director of a school shall confer diplomas of graduation on pupils who have been recognized as having completed the school course.

The principal of a school may confer certificates of the completion of a school year on pupils who have been recognized as having completed the school year.

CHAPTER VII.

MISCELLANEOUS RULES.

Art. XXXIX. A Girls' High School may charge a tuition fee after obtaining approval of the Governor General of Chosen.

In applying for the aforesaid approval, the amount of the tuition fee to be charged and the date for receiving it shall be submitted. The same procedure shall be gone through when alterations are to be introduced.

Art. XL. A Girls' High School shall provide itself with the following tables and books:—

1. School regulations, a diary a table showing daily lessons, a summary of the conditions of the school, a table showing distribution of text books, and a ground plan of the school ground and buildings.

2. A register of the names of the school faculty, records of their personal careers, an attendance book and a table showing subjects of study allotted to teachers and hours allotted to them for instruction.

3. A register giving the name and other particulars of pupils, and an attendance book for them.

4. Tables showing results shown by pupils in ordinary days and examinations, and questions and answers given in annual examinations.

5. Registers and books concerning the accounts of the school and catalogues of implements, machinery, models and specimens belonging to the school.

6. Tables and books other than those mentioned

above considered necessary for instruction, school management and education.

Art. XLI. In case a school is abolished or is ordered to be closed the register giving the name and other particulars of the pupils should be submitted to the Governor General of Chosen.

TABLE OF CURRICULUM FOR A GIRLS' HIGH SCHOOL.

SHOWING SUBJECTS OF STUDY, STANDARD AND NUMBER OF HOURS PER WEEK
ALLOTTED TO THEIR TEACHING.

School Year Subject	First Grade.		Second Grade.		Third Grade.	
	Hours.	Standard.	Hours.	Standard.	Hours.	Standard.
Morals.....	1	Essential points, of morals.	1	do.	2	do.
National Language..	8	Reading, interpreta- tion, Speaking, Dic- tation, composition, writing, grammar.	7	do.	6	do.
Korean Language and Chinese Lit- erature.....	3	Reading, interpreta- tion, dictation, com- position.	3	do.	3	do.
History.....		History.	2	History of the Jap- anese Empire		

A

1. The first part of the paper is devoted to a general discussion of the problem of the existence of a solution of the system of equations

$$\frac{dx}{dt} = A(x)u, \quad \frac{dy}{dt} = B(y)v, \quad (1)$$

where $A(x)$ and $B(y)$ are matrices depending on the variables x and y respectively, and u and v are vectors.

2. In the second part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively.

3. In the third part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant.

4. In the fourth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is linear.

5. In the fifth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is linear.

6. In the sixth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

7. In the seventh part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is nonlinear.

8. In the eighth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

9. In the ninth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is nonlinear.

10. In the tenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

11. In the eleventh part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is nonlinear.

12. In the twelfth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

13. In the thirteenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is nonlinear.

14. In the fourteenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

15. In the fifteenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is nonlinear.

16. In the sixteenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

17. In the seventeenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are constant, and the system of equations (1) is nonlinear.

18. In the eighteenth part we consider the case when the matrices $A(x)$ and $B(y)$ are constant and the vectors u and v are functions of the variables x and y respectively, and the system of equations (1) is nonlinear.

THE INSTRUCTION ISSUED BY BARON SAITO,
GOVERNOR GENERAL, TO PROVINCIAL
GOVERNORS AND PRINCIPALS
CONCERNED.

(NO. 46, DECEMBER 1, 1919.)

By Government-General Orders No. 187 and 188, revision has been effected in the Regulations for the High School as well as for those of the Girls' High School. Accordingly I desire to make explanation of the chief aims of the revision and to show the main points which require special attention in carrying out this revision.

The Chosen Educational Ordinance now in force was adopted eight years ago, and the authorities have now found it necessary to revise it in a suitable way in view of the rapid progress of the times and the remarkable advance made in the conditions of the people. Investigation has, therefore, been already started thereanent, but as the drafting and instituting of a new ordinance takes more or less time, revision of a temporary nature has been made in the Regulations for schools of high School grade, which above all others require amendment without delay, as far as the Educational Ordinance in force at present allow, taking into special consideration their relation with the educational system of Japan as regards higher schools, and also taking care that no inconvenience shall be experienced when the fundamental reform of the educational system of Chosen is carried out in the future.

To the subjects of study in a High School, a foreign language (English, German, or French) has been added.

This has been done in order to meet the character of the school, it being recognised that ability to understand and apply such language to the needs of daily life is not only necessary for middle or upper class people, but is of great assistance to those pupils desiring to enter a higher school. As to the separation of natural science into the two subjects of Natural History and Physics and Chemistry, it has been done in view of the great progress made in material civilization in these days, so that pupils may be made acquainted with the principal points of each of the two subjects and that the teaching of them may be made more systematic and complete than hitherto. Calligraphy has been included in the study of the National Language and is not a separate subject as hitherto, because it ought, in connection with reading, interpretation, composition, and dictation, since all these are closely related to each other and it is considered that the pupils in this way will obtain better knowledge of them than hitherto. "Industry" and "Law and Economy" have hitherto been combined as one subject of study, but "Industry" and "Law and Economy" have now been made independent subjects. It is considered that this will not only greatly help the pupils in acquiring the essential knowledge of each of these subjects, but will be of assistance to a school increasing or decreasing the subjects taught in it by omitting one of them or by making it an optional subject according to the conditions of the school. "Manual Work" has been included in "Industry," and pupils are free to choose either Agriculture or Commerce or Manual Work. This has been done because pupils have not been allowed sufficient time

completely to learn them all, and it is considered that a desultory of study several things at one time is not so conducive to enabling them to acquire a good knowledge and ability of things and to cultivate a taste for them, as the concentrated study of a single subject at one time. As regards the freedom given to omit "Law and Economy" "Industry," and "Singing," it is in consideration of circumstances relating to the management of schools. "Industry" may be made an optional subject, so that a school may act suitably after taking into consideration the local conditions and the desire of the pupils. Hours per week for the study of "History," "Geography," "Mathematics," "Natural History," and "Physics and Chemistry" have been increased, because, judging from the results so far obtained, it is thought necessary to do so, not only to accomplish the principal objects of these subjects, but also to meet the need of the times which is felt more acutely. On the other hand, hours per week allotted for the "National Language," "Korean and Chinese Literature," "Industry" and "Singing" have been decreased, due to the inclusion of the new subjects and the increase in hours allotted to their study.

In the fourth grade of a High School, it is permitted to increase or decrease the hours given to the subjects of study per week for the whole class or for part of it. This is done in order to enable a school to carry on effective teaching and thus fit the intellectual attainment and moral culture of the pupils to practical life, by opening up a way for the school to decrease the hours for lessons which are of comparatively little importance as regards local condi-

tions or the aspirations of the pupils and to devote the hours thus saved to other needed subjects. No freedom is, however, given to increase or decrease in the hours allotted to any subject of study by more than two hours per week, lest certain subjects be particularly made much of, ignoring the principal object of high school education. With regard to the hours for "Morals" and the "National Language," it is not permitted to decrease them, as the minimum number of hours necessary for the building up of the qualifications of members of the nation is allotted to them. The hours for "Physical Exercises" should not be decreased, either, the minimum hours for the growth of the body and the improvement of the health of the pupils being already assigned to it.

Caligraphy has been included in the study of the National Language in a Girls' High School and is no longer a separate subjects as hitherto. The revision has been made for the same reason as that for a High School. A foreign language (either English or French) may be taught in a Girls' High School in consideration of the desire of the pupils because ability to understand and apply the language to the needs of daily life is recognised as being necessary for middle or upper class people. Mathematics has been substituted for Arithmetic, increasing the hours for it per week in order to make the mathematical knowledge of girls accurate and their thinking faculty precise, opening further the way for them to study elementary Algebra and Geometry. The hours per week for the Korean Language and Chinese Literature, History and Geography, Natural Science, and Music have been increased,

because, judging from the results so far presenting themselves it was found necessary in order to give the pupils fuller opportunity for grasping the principal aim of each of the subjects, and of meeting the needs of to day. The hours for Sewing and Handicraft have been decreased it having been found that, taking into consideration local conditions, it was not necessary to teach all the subjects grouped under this heading and that the realization of the chief end of the subjects might be attained without difficulty, if its essential parts only were taught. For pupils taking up the normal course, "Education" has been added to the subject of study in their final grade since the study of it in the normal course alone was found insufficient for the pupils to acquire a through knowledge of the aim of common education, as well as of teaching methods, besides qualifying them as teachers. An additional year's study of the subject, therefore, has been arranged for, as above mentioned, so that more effective teaching may be given, and the spirit of an educationist fostered in the minds of the students, thereby aiding them greatly in exercising their profession in the future. Theory of education has been newly added in "Education" in the normal course. Also, through lessons in Morals, the National Language and Chinese Literature, Mathematics, Natural Science, and Music, it is intended to teach the pupils how to use the text-books of the Common School; "Teaching Exercises," too, in Physical Exercises, will be started so as eventually to lead the pupils by this method to a clear understanding of the aim of common education, and it is considered that a concrete knowledge of the use of text-books will

prove a very helpful preparation for their future profession as teachers.

No ordinary subject of study at the Girls' High School can be dropped entirely, but the hours allotted to any one of those subjects in every grade may be, as provided in the Regulations, by not more than two hours per week, increased or decreased for the whole class or for part of it with the exception of Morals, the National Language, and Physical Exercises, the hours per week for which may not be decreased on the same ground as that given in the Regulations for the High School, where the hours for any subject may be increased or decreased in the fourth grade excepting Morals, the National Language, and Physical Exercises, the hours for which must not be decreased.

Both in the High School and in the Girls' High School, any subject of study may be omitted for pupils who are unable to take it owing to health conditions. In view of the principal aim of common education, which is to give opportunity to obtain the education necessary for the nation to as many pupils as possible and to assist them in attaining respectively their hopes rather than in giving complete education to a limited number of them, care has been taken that such regrettable incidents, as pupils, having to leave school midway, or unable to enter, on account of slight physical defect may be for the most part avoided.

In conclusion, I should like to say as a summary that it is only for the improvement and completion of high-school education in response to the need of the times, as well as to the progress of the conditions of the people, that revision has been effected in the Regulations for the

High School and those for the Girls' High School, by increasing or decreasing, for instance, the number of subjects to be taught at these schools, and, also, by making change in the allotment of the hours per week to the various subjects with some amendments in the rules for instruction as regards certain subjects. Improvement and completion of education, however, does not simply depend on laws or systems, etc, but on the good directions given by and superintendence of the authorities and the devotion and sincerity of the principals and teachers of the schools to their pupils. It is, therefore, earnestly desired that those who are engaged in educational work will appreciate thoroughly the aims of the revision in the Regulations for these schools, encourage those working under them and make such good arrangements that the best possible results may be obtained.

EXPLANATORY STATEMENT ON THE REVISION OF THE REGULATIONS FOR HIGH SCHOOLS AND GIRLS' HIGH SCHOOLS.

By the Government-General Order No. 187, as well as by the Government-General Order No. 188, revision has been effected in the Regulations for the High School and for the Girls' High School. The Chosen Educational Ordinance now in force was adopted eight years ago, and the authorities have found that it contains not a few points unsuited to the present conditions in Chosen. Accordingly, recognizing the necessity of revising it, the authorities have already taken up the work of investigation thereon, as well as the study of measures to be taken

for the benefit of students at present studying in those schools pending the carrying into effect of the projected revision. It requires, however, some time for the institution of an Imperial ordinance, and much preparation for carrying it into effect. Accordingly the projected fundamental revision cannot be carried out in a short time. Meanwhile, however, present circumstances do not allow the existing educational system to stand unchanged. It is for this reason that the Government has decided to effect revision in the subjects of study, curriculums, and rules for teaching of the two kinds of schools, the revision having been made on the basis of a plan formed for accommodating those students now in school and is of necessity of a temporary nature. The principal points of the revision in question are as follows.

(a) Revision for High School.

I. In regard to relations with higher schools, attention has been paid to connection with the educational system in force in Japan, so that no inconvenience may be experienced when the educational system in Chosen is fundamentally reformed in the future.

II. "English," which has hitherto been optional has been abolished, and, following the example of a Japanese Middle School, a foreign language (English, German, or French) has been made an obligatory subject, five hours per week each school year being allotted to its study.

III. "Industry, law, and economy" have hitherto

been combined as one subject. By the revision effected these have been separated, as in a Japanese Middle School, and two subjects, the one "industry" and the other "law and economy," have been instituted. Two hours per week each school year have been allotted to the study of "industry" and two hours per week in the fourth year to that of "law and economy." In consideration, however, of peculiar local conditions, both subjects may be dispensed with or "industry" may be made an optional subject.

IV. "Manual work," which has hitherto been an obligatory subject, has been abolished and, as in a Japanese Middle School, incorporated with "agriculture" and "commerce" into the subject of "industry" mentioned above. Besides, in consideration of peculiar school conditions, it has been allowed to make any one of the three items a subject of study. This means that either "industry" (either "agriculture" or "commerce") or "manual work," both of which have hitherto been obligatory subjects and necessarily taught, may hereafter be dispensed with or made an optional subject, or both may be entirely omitted.

V. "Natural science" which has hitherto been a subject of study has been abolished. Instead, as a Japanese Middle School, "natural history" and "physics and chemistry" have been instituted as two separate subjects, the hours allotted being increased by one hour per week for each of the subjects, so that both may be more systematically and thoroughly taught than hitherto.

VI. The hours allotted to the study of "history and geography" and "mathematics" have been increased by one hour per week and their standard has been more or less raised. At the same time it has been so arranged that Korean history and geography may be taught more than hitherto. Also it has been so arranged that "cubic geometry" may be taught.

VII. The hours allotted per week to the study of the national language, Korean, literature, industry, and singing have been decreased. This has been necessitated on account of the addition of new subjects of study, and the increase of hours allotted to other subjects.

VIII. It has been so arranged that in the fourth year, as in the fourth and fifth years of a Japanese Middle School, the hours allotted per week to various subjects may freely be changed under certain restrictions, with a view to making it convenient both for schools and students in consideration of their conditions. No such liberty, however, is allowed to be taken in regard to the hours allotted to the study of "morals," "the national language," and "physical exercises." This is because the minimum length of time has been allotted to these subjects compatible with the purpose of fostering national characteristics in the minds of students, or for keeping their physical health in good order.

(b) Revision for Girls' High Schools.

I. No foreign language (either English or French)

has hitherto been included in the curriculum of Girls' High School. By the revision effected, it has been so arranged that, following the example of a Japanese Girls' High School, a Girls' High School may, in consideration of local conditions, make it an optional subject, allotting to its study three hours per week.

II. "Korean" and "Chinese literature" have hitherto been taught two hours per week each school year. The hours allotted to their study, however, have been too few to meet the scholarly attainment of present-day students. So one hour per week each school year has been added for their study, so that they may be more thoroughly taught and the students may master them for all practical purposes.

III. "Arithmetic" has been changed to "mathematics" and the hours allotted to the study of the subject have been increased by one hour per week. This has been done with a view to developing the mathematical faculty of students. Also, it has been so arranged that, in consideration of local conditions, a Girls' High School, following the example of a Japanese Girls' Higher School, may teach elementary geometry.

IV. The hours allotted to the study of "history and geography" as well as of "natural science" have been increased by one hour per week, so that students may learn them more fully than before so as to adapt themselves to the progress of the times.

V. Ten hours per week each school year have hitherto been allotted to the study of "Sewing" and

"Handicraft," many items relating to them being taught. In consequence of the increase of hours for the study of the subjects mentioned above, the hours allotted to their study have been decreased by three hours per week. Of many items relating to them taught, it has also been arranged that only those suiting local conditions may be selected for teaching.

VI. For those students desiring to take up the normal course, "pedagogy" will be taught for two hours per week during their third year, so that may qualify as teachers.

VII. In consideration of local conditions, it has been arranged that two hours per week each school year may either be increased or decreased for the teaching of any of subjects of study except "morals," "the national language" and "physical exercises." This has been done with a view to suiting female education to local conditions as much as possible. With regard to the three subjects exempted, no such liberty is allowed to be taken concerning the hours allotted to their study. This is because it has been considered necessary to foster national characteristics in the minds of students and to attain the fundamental object of a high school.

These two Orders are to be enforced on January 1, 1920. In view, however, of the short time intervening, it is feared that some schools may not be able to complete their equipment or supplement their teachers before the orders are put into effect. Accordingly,

for the time being, ways have been opened for such schools to continue working in conformity with the old Regulations or by modifying them after obtaining the approval of the Governor-General, so that no hitch may be experienced in the education of their students.

Regulations for Industrial Schools.

(ENACTED ON OCTOBER 20, 1911, BY CHOSEN GOVERNMENT
GENERAL ORDINANCE NO. 113 AND PUBLISHED IN THE
OFFICIAL GAZETTE OF THE SAME DATE.)

CHAPTER I.

ESTABLISHMENT AND ABOLITION.

Art. I. Those desiring to obtain permission to establish an Industrial School shall apply to the Governor General of Chosen by submitting the following particulars.

1. Name and site of the school.
2. Date of opening of the school.
3. School regulations.
4. Ground plan of the school ground, buildings and ground for practical exercises, (giving the area in *tsubo* and description of the neighbourhood) and the name of the owner. The ground plan of the ground for practical exercises, however, is required only from a school teaching agriculture.

5. Annual estimates of revenues and expenditures.
6. Ways and means of maintenance.

Art. II. When an Industrial School intends to introduce changes in item No. 3 or No. 6 of the foregoing

article, permission shall be obtained from the Governor General of Chosen and when alterations are made in items No. 1, No. 2 or No. 4 they shall be reported to him.

Art. III. The following matters shall be provided for by the special regulations mentioned in Art. I:—

1. The object of the school.
2. The period of study.
3. Subjects of study and their standard and hours allotted per week to their teaching.
4. Specified number of pupils.
5. Matters concerning admission, expulsion and punishment of pupils.
6. Matters concerning the completion of the school years and graduation by pupils.
7. Matters concerning the tuition fee.
8. Matters besides those above mentioned considered necessary by the school concerned.

In the regulations of an Elementary Industrial School, besides those above mentioned, matters concerning the seasons for teaching and hours of teaching shall be provided for.

Art. IV. When permission for the abolition of an Industrial School is desired, it shall be applied for to the Governor General of Chosen by submitting the reason for that step, the disposal of its pupils and the date of its abolition.

Art. V. The number of pupils admitted to a class in an Industrial School shall be about fifty.

Art. VI. Schools in which sericulture, forestry, stock-

breeding or fisheries are chiefly taught shall be recognized as Industrial Schools.

Art. VII. Elementary Industrial School's shall be established as far as possible as affiliates of Common Schools, Agricultural Schools, Commercial Schools, Technical Schools and so forth.

CHAPTER II.

SUBJECTS OF STUDY, RULES OF TEACHING AND COURSE.

Art. VIII. The subjects of study in an Agricultural, Commercial or Technical School shall be morals, matters and practical exercises concerning industry, the national language, the Korean language and Chinese literature, mathematics and natural science. Geography, drawing and physical exercises, however, may be added.

The subjects of study in an Elementary Industrial School shall be fixed by selecting from among matters concerning industry, the national language, the Korean language and Chinese literature, arithmetic, and so forth.

Art. IX. In an Industrial School attention shall be paid to the following items in giving instruction :

1. Honesty, sincerity, winning and enjoyment of confidence, assiduity and thrift being especially important to those engaged in business, instruction in whatever subjects shall be given at all times with a view to inculcating these ideas in the minds of pupils.

2. Knowledge and art shall be imparted by selecting those calculated to contribute to the improvement

and promotion of industrial pursuits. Also these shall be given in conformity with local conditions and with a view to their practical application.

3. Instruction shall not be too theoretical, but shall aim at attaining practical results by giving it side by side with practical exercises.

Art. X. The standard of each of the subjects of study and the number of hours allotted to them per week in an Agricultural, Commercial or Technical School shall be fixed in compliance with the tables given elsewhere.

The director of a school may shorten the hours allotted per week to teaching to not less than eighteen hours within the period of forty days in winter and summer inclusive.

Art. XI. Instruction in an Elementary Industrial School shall be given at hours and in seasons considered convenient to pupils in reference to local conditions. As for the period and subjects of study as well as the number of hours allotted to them per week, these shall be suitably fixed.

Regarding an Elementary Agricultural School, however, the Periods and subjects of study as well as the number of hours should be fixed taking into consideration the tables shown elsewhere.

CHAPTER III.

TEXT BOOKS.

Art. XII. Industrial Schools shall use as text books those compiled by the Government General of Chosen or

those examined and approved of by the Governor General of Chosen.

In case there are no text books as mentioned above, other books may be used after the approval of the Governor General of Chosen has been obtained.

Art. XIII. When an Industrial School uses text books as mentioned in the first clause of the preceding article, the titles, the number of volumes of those books, the classes for which they are intended, the names of the compilers and publishers and the dates of their publication shall be reported to the Governor General.

When it is intended by an Industrial School to books as text books as mentioned in the second clause of the preceding article, permission shall be asked for by submitting the titles and the number of volumes of those books, the classes for which they are intended, the names of the compilers and publishers and the dates of their publication.

CHAPTER IV.

SCHOOLS YEARS, SCHOOL TERMS AND VACATIONS.

Art. XIV. A school years shall commence on April 1 and end on March 31 following.

Art. XV. The school year is divided into the following three terms:

The First Term. From April 1 to August 31.

The Second Term. From September 1 to December 31.

The Third Term. From January 1 to March 31.

Art. XVI. The following are holidays:—

Genshi Sai (The 3rd of January).

Shinnen Enkai (The 5th January).

Kigensetsu (The 11th of February).

Jimmu Tenno Sai (The 3rd of April).

Meiji Tenno Sai (The 30th of July).

Tenchosetsu (The 31st August).

Tenchosetsu Shukujitsu (The 31st of October).

Kanname Sai (The 17th of October).

Niiname Sai (The 23rd of November).

Shunki Korei Sai (Vernal Equinox).

Shuki Korei Sai (Autumual Equinox).

Sundays.

Anniversary of the Founding of the Government

General Administration (The 1st of October).

Summer vacation (July 21st to August 31).

This should be observed in commercial schools
and Technical schools only.

Winter vacation (December 29 to January 18 for
Agricultural Schools and December 29 to January 5 for Commercial and Technical Schools.

End of School Year vacation (March 26 to March
31).

Besides the above mentioned, under special circumstances the director of a school may, after obtaining the approval of the Governor General of Chosen, institute extraordinary holidays or alter the dates and duration of the summer or winter vacations. As to an Elementary Industrial School, however, the ap-

proval of the Provincial Governor should be obtained.

In cases in which, due to natural disasters, accidents and unavoidable occurrences, there is no time to obtain the aforesaid approval, the director of a school may institute an extraordinary holiday. Such cases shall be reported to the Governor General of Chosen without delay and to the Provincial Governor in case of an Elementary Industrial School.

Art. XVII. In fixing the school years, school terms and vacations of an Elementary Industrial School the preceding three articles need not be followed.

Art. XVIII. The director of a school may provide practical exercises for pupils even during vacations.

CHAPTER V.

ADMISSION, EXPULSION AND PUNISHMENT.

Art. XIX. Admission of pupils shall be made within thirty days from the beginning of the school year. Under special circumstances, however, this rule need not necessarily be followed.

Art. XX. Pupils eligible for admission shall be only those having strong and healthy bodies and of good character.

Art. XXI. The qualifications of pupils eligible for admission to an Elementary Industrial School shall be suitably fixed in deference to local conditions and the branch of industry taught.

Art. XXII. The director of a school shall order the expulsion of a pupil coming under any of the following categories :

1. One addicted to bad behaviour and considered incorrigible.

2. One violating school regulations or an order of the school and considered incorrigible.

3. One showing poor results and considered hopeless.

4. One not attending school for more than one month consecutively without proper reasons or one irregular in attendance.

Art. XXIII. The director of a school may inflict punishment on pupils when he thinks it necessary for their discipline.

CHAPTER VI.

COMPLETION OF A SCHOOL YEAR AND GRADUATION.

Art. XXIV. The completion of a school year or graduation from of a school by a pupil shall be recognized after consideration and inspection of the results shown by the same on ordinary days as well as in examinations.

Art. XXV. Examinations shall be terminal and annual. The term examinations shall be carried out at end of the first and second terms and the annual examination at the end of a school year.

Art. XXVI. The director of a school shall confer diplomas of graduation on pupils who have been recognized as having completed the school course.

The director of a school may confer certificates of completion of a school year on pupils who have been

recognized as having completed the school year.

Art. XXVII. The preceding three articles need not be followed in regard to the completion of a school year and graduation in an Elementary Industrial School.

CHAPTER VII

MISCELLANEOUS RULES.

Art. XXVIII. An Industrial School may charge a tuition fee after obtaining approval of the Governor General of Chosen.

In applying for the aforesaid approval, the amount of the tuition fee to be charged and the date for receiving it shall be submitted. The same procedure shall be gone through when alterations are to be introduced.

Art. XXIX. An Industrial School shall provide itself with the following tables and books:—

1. School regulations, a diary, a table showing daily lessons, a table of the conditions of the school, a table showing distribution of text books, and a ground plan of the school ground and buildings.

2. A register of the names of the members of the school faculty, records of their personal careers, an attendance book and a table showing subjects of study allotted to teachers and hours allotted to them for instruction.

3. A register giving the names and other particulars of pupils, and an attendance book for them.

4. Tables showing results shown by pupils in

ordinary days and examinations, and questions and answers given in annual examinations.

5. Registers and books concerning the accounts of the school and catalogues of implements, machinery, models and specimens belonging to the school.

6. Tables and books other than those mentioned above considered necessary for instruction, government and discipline of pupils.

Art. XXX. In case a school is abolished or is ordered to be closed the register giving the names and other particulars of the pupils should be submitted to the Governor General of Chosen.

SUPPLEMENTARY RULES.

This ordinance shall be in force on and after November 1, 1911.

With regard to pupils actually attending the rapid course at the time this ordinance is enforced, the regulations hitherto in force shall be adopted until their graduation.

TABLE OF CURRICULUM FOR AN AGRICULTURAL SCHOOL.

SHOWING SUBJECTS OF STUDY, STANDARD AND NUMBER OF HOURS PER WEEK ALLOTTED TO THEIR TEACHING.

School Years. Subjects.	First Grade.		Second Grade.	
	Hours.	Standard.	Hours.	Standard.
Morals	1	Essential points of morals.	1	do.
Agriculture	10	Matters concerning agriculture.	19	do.
National Language.	4	Reading, translation, dictation, composition, calligraphy	4	do.
Korean Language and Chinese Literature	2	Reading, interpretation, dictation, composition.	1	do.
Mathematics.....	2	Arithmetic, geometry.	2	Geometry, algebra.
Natural Science	8	Natural history, physics and chemistry.	1	
Physical Exercises.	1	Gymnastics and drill.		do.
Total	28		28	

REMARKS:—

1. Gymnastics may be left out if the local conditions do not permit.
2. Besides the hours given in the above table, more than 9 hours per week shall be allotted to practical exercises concerning agriculture.
3. It is permissible to give in the 1st grade the lesson concerning vegetables and in the second grade a part or all of the lessons relating to special crops.
4. The filature should be assigned in the agricultural practice.
5. The number of hours may be increased up to two hours per week in case the fishery is taught.

TABLE OF CURRICULUM FOR AN ELEMENTARY AGRICULTURAL SCHOOL. (I)

SHOWING SUBJECTS OF STUDY, STANDARD AND
NUMBER OF HOURS PER WEEK, ALLOTTED
TO THEIR TEACHING.

School Year. Hours and Standard Subjects.	One Years Course.	
	Hours.	Standard.
Morals and National Language.....	5	Moral lectures and National Language (Reading translation dictation, composition and penmanship)
Agriculture.....	16	Matters concerning Crops, Soil, Manure, Sericulture Live-stock and forestry.
Korean Language and Chinese classics.....	2	Reading, dictation and composition.
Arithmetic.....	3	Elementary Arithmetic and the use of the abacus.
Total	26	

REMARKS:—

1. The number of hours of teaching per week may be increased up to 30 hours if the local conditions so require.
2. Besides the hours above mentioned more than 6 hours per-week should be allotted to actual work in the fields.
3. Arithmetic may include the teaching of surveying.
4. The number of hours allotted to the various departments of agriculture may be changed in case sericulture live-stock or forestry is mostly taught.

ALTERNATE CURRICULUM. (II)

School Year. Subjects.	One Year Course	
	Hours.	Standard.
National Language	4	Reading, translation, dictation, penmanship.
Agriculture	6	Matters concerning Crops, sericulture, Live-stock and forestry.
Arithmetic	2	Elementary Arithmetic and the use of the abacus.
Total	12	

REMARK :—

1. Besides the hours given in the above table, practical exercises in agriculture should be given in taking into consideration the local conditions in accordance with the following methods:
 - a. Practical guidance should be given at a suitable time once a week.
 - b. Teachers should exhort the pupils, to prepare a small garden or to raise poultry at home. Teachers should go personally to see the results of the pupils' work and should give their personal guidance.
2. The number hours allotted to the various departments of agriculture may be changed in case sericulture, Live-stock or forestry is mostly taught.

TABLE OF CURRICULUM FOR A COMMERCIAL SCHOOL.

SHOWING SUBJECTS OF STUDY, AND NUMBER OF HOURS PER WEEK ALLOTTED TO THEIR TEACHING.

School Year. Subjects.	First Grade.		Second Grade.	
	Hours.	Standard.	Hours.	Standard.
Morals.....	1	Essential points of morals.	1	do.
Commerce.....	9	Matters concerning Commerce.	14	do.
National Language.	8	Reading translation, conversation, dictation, composition, penmanship.	8	do.
Korean Language and Chinese Literature.....	2	Reading interpretation, dictation, composition.	2	do.
Geography	2	Geography of the Japanese empire and foreign countries.		
Mathematics.....	5	Arithmetic and the use of the abacus.	5	do.
Natural Science....	2	Physics and chemistry.		
Drawing.....	1	Free-hand drawing.		
Physical Exercises.	2	Gymnastics and drill.	2	do.
Total.....	32		32	

REMARK:—

1. Matters concerning Commerce in the above table include outlines of laws and regulations and economics concerning commerce and book-keeping.
2. Besides the hours given in the above table, 3 hours per week shall be allotted to practical exercises concerning commerce.

TABLE OF CURRICULUM FOR A TECHNICAL SCHOOL.

SHOWING SUBJECTS OF STUDY, STANDARD AND NUMBER OF HOURS PER WEEK ALLOTTED TO THEIR TEACHING.

School Year. Subject.	First Grade.		Second Grade.	
	Hours.	Standard.	Hours.	Standard.
Morals	1	Essential points of morals.	1	do.
Technical Industry.	12	Matters concerning technical industry.	14	do.
National Language.	4	Reading, translation, dictation, composition, penmanship.	4	do.
Korean Language and Chinese Literature	2	Reading, interpretation, dictation, composition.	1	do.
Mathematics	5	Arithmetic, algebra.	5	Algebra, geometry.
Natural Science....	2	Physics and chemistry (including mineralogy).	3	do.
Drawing	2	Free-hand and mechanical drawing.	2	Mechanical drawing.
Physical Exercises.	2	Gymnastics and drill.		
Total	30		30	

REMARK :—

1. Matters concerning Technical Industry, in the above table include outlines of laws and regulations and economics concerning technical industry.
2. Besides the hours given in the above table, 10 hours per week shall be allotted to practical exercises concerning technical industry.

Regulations for Special Schools.

(ENACTED ON MARCH 24, 1915, BY GOVERNMENT-GENERAL.

ORDINANCE NO. 26)

Regulations for Special Schools are laid down as follows.

REGULATIONS FOR SPECIAL SCHOOLS.

Art. I. All special schools giving education to Koreans shall come under the control of the present ordinances except those having special regulation controlling them.

Art. II. Those desiring to obtain permission to establish a special school shall apply to the Government General of Chosen by submitting the following particulars :—

1. Object of the school.
2. Name and site of the school.
3. School regulations.
4. Date of opening of the school.
5. Ground plan of the school ground, school buildings, attached buildings and practice grounds (giving the area in *subo* and description of the neighbourhood) and the name of the owner.
6. Annual estimate of revenue and expenditure.
7. Ways and means of maintenance.
8. Name and record of the personnel career of the director and teachers of the school.

In case of a school giving medical education, a description and ground plan of the buildings for clinical and practice purposes, the specified number of patients

for clinical and practice purposes, as well as the prescribed number of dead bodies for dissection, shall be submitted in addition to the foregoing particulars.

Art. III. When a Special School intends to introduce changes in items No. 1, 2, 3, or 7 of the foregoing Article, or to change its Director or Teachers, permission shall be obtained from the Governor General of Chosen. When alterations are made in items No. 4 or 5 of the foregoing Article or in the proviso, they shall be reported to the Governor-General of Chosen.

Art. IV. The following matters shall be provided for in school regulations :—

1. Matters concerning the period of study, subjects of study and their standard, and the number of hours allotted per week to their teaching.

2. Specified number of pupils and classes.

3. Matters concerning terms and vacations.

4. Matters concerning admission, withdrawal and punishment of pupils.

5. Matters concerning completion of the school year and graduation of pupils.

6. Matters concerning tuition fees.

7. Matters besides those above mentioned, considered necessary by the school concerned.

Art. V. The subjects of study in a special school shall be morals, the national language, matters concerning the special subject for which the school is established, and gymnastics, and the standard and hours allotted per week for their study shall agree with the table given elsewhere.

Art. VI. When dissolution is intended by a special school, application shall be filed with the Governor-General of Chosen, for permission, submitting the reasons for taking such step, the disposal of its pupils, and date of dissolution.

Art. VII. No school shall be allowed to call itself a Special School, other than one established in accordance with the provisions of the present ordinance.

Art. VIII. A Special School shall have one or, more than one, teacher per class in full charge of the class.

Art. IX. Admission of pupils shall be made within thirty days from the beginning of the school year. Under special circumstances, however, this rule may not necessarily be followed.

Art. X. Pupils eligible for admission shall be only those having strong and healthy bodies and of good character.

Art. XI. Pupils eligible for admission to the second year class or higher classes shall be those having scholarly attainments equal or superior to those possessed by pupils who have completed the school year in question.

The scholarly attainments of those applicants for admission shall be tested by examining them in each subject of study according to the standard at the completion of the school year in question.

Art. XII. The director of a school shall order the expulsion of a pupil coming under any of the following categories :—

1. One addicted to bad behaviour and considered incorrigible.

2. One violating the school regulations or an order

of the school and considered incorrigible.

3. One showing poor results and considered hopeless.

4. One not attending school for more than one consecutive month without adducing sufficient reason or one irregular in attendance.

Art. VIII. The director of a school may inflict punishment on pupils when he thinks it necessary for their education.

Art. XIV. The school year shall commence on April 1 and end on March 31 following.

Art. XV. The completion of a school by pupils shall be recognized after consideration and inspection of the results shown by the same during ordinary lesson as well as in examinations.

Art. XVI. The director of a school shall confer diplomas of graduation on pupils who have been recognized as having completed the school course.

Art. XVII. A Special School shall be provided with the following tables and books :—

1. School regulation diary. time-table, summary of the condition of the school. table showing distribution of text books, and plan of the school ground, school building, attached buildings, and practice ground.

2. A register of the school faculty, record of the personal career of each teacher, an attendance book, and a table showing subjects of study allotted to teachers and the hours allotted for such subjects.

3. A register giving the names and other particulars of pupils, and an attendance book for them.

4. Tables giving results shown by pupils at ordinary lessons and at examinations, and the questions and answers given at annual examinations.

5. Registers and books concerning the accounts of the school and an inventory of the implements, machinery, models and specimens belonging to the school.

6. Tables and books, other those mentioned above, considered necessary for instruction, school management, and education.

Art. XVIII. In case a school is dissolved or ordered to be closed, the register giving the names and other particulars of the pupils shall be submitted to the Governor-General of Chosen.

SUPPLEMENTARY RULE.

This ordinance shall be in force on and after April 1, 1915.

TABLE OF CURRICULUM FOR A SPECIAL SCHOOL.

SHOWING SUBJECT OF STUDY, STANDARD AND NUMBER OF HOURS PER WEEK
ALLOTTED TO THEIR TEACHING.

School Year Hours and Standard Subjects	First Grade.		School Grade.		Third Grade.		Fourth Grade.	
	Hours.	Standard.	Hours.	Standard.	Hours.	Standard.	Hours.	Standard.
Morals	1	Essential points of Morals.	1	do.	1	do.	1	do.
National Language	2	Reading, interpreta- tion, conversation, re- citation, composition.	2	do.	2	do.	2	do.
Matters concerning the Special Subject for which a special school is established.....								
Physical Exercises.....	1	Gymnastics and Drill.	1	do.	1	do.	1	do.

- REMARKS: 1. The hours allotted for the teaching of the national language and physical exercises may suitably be increased according to circumstances.
2. The hours for the practice of, or experiment in, matters concerning the special subjects for which the School is established, will be determined elsewhere.
3. Allied Subjects involved in the teaching of matters concerning the special subject for which the school is established, may be taught in the hours allotted for the teaching of the special subject.

Regulations for Private Schools.

(ENACTED ON OCTOBER 20, 1911, BY CHOSEN GOVERNMENT
GENERAL ORDINANCE NO. 114 AND REVISED BY THE
SAME NO. 21 UNDER DATE MARCH 1, 1920.)

Art. I. All private schools shall come under the control of the present ordinance except those having special regulations controlling them.

Art. II. Those desiring to obtain permission to establish a Private School shall apply to the Governor-General of Chosen, submitting the following particulars :—

1. Object of the school.
2. Name and site of the school.
3. School regulations.
4. Ground-plan of the school and buildings (giving the area in *tsubo* and a description of the neighbourhood).
5. Annual estimates of revenue and expenditure (extending from the first year till the completion of the school).
6. Ways and means of maintenance. For foundation funds and contributions, documentary evidence should be attached.
7. Names and records of the personal careers of the founders (acts of donations in case of a foundational juridical person).

When a Private School intends to introduce changes in item No. 1. or No. 2. of the foregoing clause or its founder is to be changed, permission shall be obtained from the Governor-General, and when alterations have

been made in item No. 6, they shall be reported to him.

Art. III. The following matters shall be provided for in the school regulations :—

1. Matters concerning the period of study, subjects of study and their standard, and the number of hours allotted per week to their teaching.

2. Specified number of pupils.

3. Matters concerning the school year and terms.

4. Matters concerning vacations.

5. Matters concerning the qualifications of those eligible for admissions and the admission of pupils.

6. Matters concerning the expulsion and disciplinary punishment of pupils.

7. Matters concerning the completion of the school course and graduation by the pupils.

8. Matters concerning the tuition fee.

9. Matters besides those above mentioned considered necessary by the school concerned.

When a Private School intends to introduce changes in items No. 1, No. 4, No. 5, or No. 6, permission shall be obtained from the Governor-General, and when alterations have been made in items No. 2, No. 3, No. 7, No. 8, or No. 9, they shall be reported to him.

Art. IV. The founder of a Private School giving technical education shall be a foundational juridical person provided he has funds sufficient to maintain it.

Art. V. The opening or closure of a Private School shall be reported to the Governor-General without delay.

Art. VI. A Private School for common education shall give

lessons according to its standard in accordance with the object of each subject of study and direction concerning instruction prescribed by the Regulations for Common Schools, High Schools, Girls' High Schools, Chosen Public Primary School, Chosen Public High School for Japanese Girls, or the Middle School of the Chosen Government-General.

In the schools mentioned in the above clause, neither Morals nor the National Language shall be omitted from among the subjects of study.

Art. VII. A Private School shall prefix the word "Private" to its name.

Art. VIII. A Private School shall have a Principal. The Principal shall represent his school and manage its affairs.

Art. IX. Private Schools shall use as text-books those compiled by the Government-General of Chosen, those examined and approved by the Governor-General, or those recognised by him.

Art. X. For the recognition of books as text-books permission shall be asked for by submitting the titles of books and the number of volumes of those books, the classes for which they are intended, the names of the authors or translators and the publishers, and the date of their publication.

Art. XI. The teacher of a Private School shall be one who has passed the examination for Private School teachers, or one who is designated by the Governor-General; a teacher of the Korean language or Chinese classics is exempted from this provision.

The teacher of a Private School, except that for elementary common education, shall be one who is possessed of enough scholarship to teach in the institute concerned and can prove of having a good knowledge of the national language, but a teacher of the Korean language, and Chinese literature, a foreign language, a special subject of study or a special art, may be one not well acquainted with it.

Art. XII. A person coming under any of the following categories is not allowed to become the founder, principal, or teacher of a Private School.

1. One who has been punished with imprisonment or greater penalty, except those who were pardoned by special grace or had their rights restored.

2. One who has been declared a bankrupt or insolvent and has not had his rights restored, or a bankrupt who has not completed the payment of his debts.

3. One dismissed from office by way of discipline within the past two years, except those pardoned and released from the disciplinary measure.

4. One who has been dispossessed of his teacher's license within the past two years.

5. One who is considered to be of bad character and conduct.

Art. XIII. When the Principal intends to engage a teacher, permission shall be obtained from the Provincial Governor of his locality, and when the Principal has accepted the resignation of a teacher, it shall be reported to him.

Art. XIV. The Government office which has permitted the appointment of a teacher is empowered to dismiss the Principal or teacher of a Private School or annul the permission already given, should they be considered unworthy.

Art. XV. When it is considered that the provisions, teaching, or other matters in a Private School are inappropriate, amendment of the defect in question will be ordered by the Governor-General.

Art. XVI. The Governor-General of Chosen will order the closure of a Private School when the school is guilty of any of the following offences :

1. Violation of the provisions of laws and regulations.
2. When a school is considered to be injurious to peace and order, or to public morals.
3. When teaching is not given, as prescribed, for a period of more than six months.
4. Disobedience to the order given in accordance with Art. XIV and Art. XV.

Art. XVII. A Private School shall provide itself with the following tables and books.

- 1, A register giving the names and other particulars of pupils and attendance books for them.
2. Records of the personal careers of the members of the school faculty.
3. A list of graduates.

Art. XVIII. Private Schools, except those for which special regulations are provided, are under the supervision of Provincial Governors.

When Prefects, Magistrates of districts or islands consider it necessary to make investigation on the spot of schools for elementary common education, or to order them to supply reports, and submit their opinion to the Government office superintending them, they are authorized to do so.

Art. XIX. The present ordinance is not applied to a school for foreigners.

SUPPLEMENTARY RULES.

This ordinance is enforced on the day of its publication with the exception of Art. VI which shall come in force on April 1, 1920.

As for those Private Schools that obtained permission before the enforcement of this ordinance, the matters requiring Government permission are recognized as having already been permitted by the Government according to the present ordinance. With regard to the teachers of Private Schools for elementary common education or the teachers of subjects, except Morals, the National Language, History, Geography, and Gymnastics in Private Schools for higher common education, industrial education, or special education, should properly qualified teachers as provided in Art. XI. not to obtainable, others not prescribed in Art. XI may be employed till March 31, 1925.

Those Private Schools that obtained permission for their establishment before March 31, 1915, are not required to fall in with the provisions of Art. IV and Art. XI till March 31, 1925.

The Chosen Government-General Ordinance No. 84 of 1915 is abrogated.

N.B.—This ordinance is one concerning Private Schools giving education to Japanese.

The Statement By Mr. Shibata,

DIRECTOR OF EDUCATIONAL BUREAU, ON
THE REVISION OF THE PRIVATE
SCHOOL REGULATIONS.

The Regulations for Private Schools now in force do not recognize schools other than those for which regulations are provided, so that in case a Common School, a High School, or a Special School is privately established, the Regulations for a Government or public school of the kind are applied to it. By the revision introduced, schools other than mentioned will hereafter be recognized. As to subjects of study for such schools no fixed curriculum is provided, but the schools may teach such subjects as have been recognized by the Government. The result of the revision introduced is very important, because religion may now be included in the curriculum of a private school. The Government-General of Chosen prohibited in August, 1915, the teaching of religion in schools. In Japan education and religion are separated and it is the general principle not to permit the teaching of religion in an ordinary school. The principle was extended to Chosen, but, as a matter of fact, a ten years' grace was granted to those private schools in Chosen teaching religion at the time when the ban mentioned was proclaimed. As it is, there are still private schools in Chosen continuing the teaching of religion. By the revision introduced any private school may now include

religion in its curriculum. It must be remembered, however, that this does not mean any change in the general principle followed by the Government for the separation of religion and education.

A second item of revision concerns the Japanese language. It has hitherto been required that teachers in schools must be those knowing well the Japanese language, and that in all school, except those of a special nature, all subjects of study must be taught in that language. By the revision introduced, these rules have been modified to a large extent. As hitherto teachers in private schools are required to be well versed in the Japanese language, but they are not required necessarily to use it in teaching certain subjects. They must use it in schools of elementary and intermediate grade, but they need not do so in teaching technical subjects. The use of Japanese in schools is necessary for fostering national characteristics in the minds of students and pupils, but it is considered that in the teaching of Chinese classics, Korean and foreign languages, as well as in that of technical or special subjects, better results may be achieved by not requiring Japanese only to be used. Nevertheless, though the Government does not positively ask the faculties of private schools to induce and encourage students and pupils to learn Japanese at all and every opportunity offered, it has by no means given up the desire that they should do so. Finally, by the revision introduced procedures which have hitherto been rather complicated, have been simplified.

Rules For Teachers.

(NOTIFICATION NO II. JAN 4, 1916.)

The fundamental principles of education in Empire are

clearly enunciated in the Imperial Rescript on Education, and whether intended for Japanese or for Koreans, the main object of education is the training of loyal people up to the Imperial behest. From its very foundation, the Empire of Japan has a characteristic policy which has no equal in the world, and has been under the one unbroken and some line of Emperors, while there is perfect unity between the ruling and the ruled. It is the duty of the people of Japan to work together in unalloyed agreement and faithfully practice the good customs handed down to them by their forefathers, so that they may guard and maintain the prosperity of the Imperial rule, which will continue eternal as the heavens. To attain this is the true aim of education, and it is for this purpose that the State provides for education. It is, therefore, required of persons engaged in education that they always bear in mind the fundamental principles of national education, and, by paying special attention to the following three points, endeavour to obtain for education its successful issue:—

Art. I. The fostering of loyalty and filial piety shall be made the radical principle of education, and the cultivation of moral sentiment be given special attention.

Loyalty and filial piety form the basis of moral principle and are the natural sentiments of subjects and sons. Acting on this basis principle and natural sentiment, the actions of all will be restrained within the bounds of propriety. It is only what may be expected of a loyal and dutiful man, who knows what is demanded of a subject and a son that he should be faithful to his duties, and manage his household with thrift

and diligence, this enabling him to establish himself in society, succeed in business, and contribute to the enhancement of the prosperity of the country. It is, therefore, required of persons engaged in education that they train the moral sentiments of their pupils on the basis of loyalty and filial piety, so that they may grow up imbued with the desire and power to meet the requirements of their country.

Art. II. Practical use shall be made the aim in imparting knowledge and art.

The object of education is to raise up practical men able to meet the requirements of the State. How can it be expected that a man will, establish himself, and succeed in business, thus advancing the national interests, and do that which the State requires of him, if he gives himself to vain argument and becomes thereby of little use to the world, or if he is averse to industry and labour and neglects the practice thereof? It is therefore, required of persons engaged in education that they pay their primary attention to the principle of utilization of knowledge, the promotion of the national welfare, and to the imparting of useful knowledge, so that practical persons to meet national requirements will be found to be the rule, not the exception, in the Empire.

Art. III. Robust physical development shall be striven for.

Robust physical development is necessary in order to carry through undertakings, while the development of the national strength also depends much upon the exertions of the people constituting the country. How

can it be expected of a person of weak physique and unfit for work, to get along in the world, carry on business, and thereby contribute to the development of the country? It is, therefore, required of persons engaged in education always to bear this in mind, so that their pupils may be brought up strong and healthy.

The above-mentioned three items are the essential principles of education. The fate of a country depends upon the quality of the people constituting it; and the quality of the people depends upon the morality, ability, and physique possessed by them. Whether the education being given is elementary or higher, common or special, persons engaging in it shall always bear these principles in mind, and give their whole energy to the realization of them, so that the object of education may be attained. With regard to the ways and means by which these principles are to be realized; special attention shall be paid to the following nine rules:—

1. Education shall be adapted to the characteristics of the pupils and to the circumstances in which they are placed. It is necessary for teachers to make themselves well acquainted with the characteristics of their pupils and to the circumstances in which they are placed, so that they give suitable education adapted thereto. Education desultorily given without first studying such characteristics and circumstances, will not only fall short of attaining the object, but sometimes may even prove harmful. It is, therefore, required of teachers that they make themselves well acquainted with the age, physique, disposition and habits of the pupils

under them, thereby deriving suggestions as to the method of imparting education to them. Besides the disposition and circumstances of the pupils, teachers shall also make themselves acquainted with their individual personality, so that they may give to each the education exactly needed by them, just as a physician gives his patients those medicines required for curing their disease. Education limited to class-rooms, where it is given in common, neglecting the special direction and assistance required by pupils, whether in common or individually, leaves much to be desired.

2. Education shall be adapted to the needs of the times and to the conditions the people. Education shall aim at adapting itself to the needs of the times and to the conditions of the people. The object of education is not to be attained, by being restrained within conventional forms, or given in a careless manner. Teachers are, therefore, required first to lay down established plans and arrangements with regard to the training of their pupils, whether moral, intellectual, or physical, so that nothing is left undone in measuring out methods for giving education.

3. Instruction shall be given so that the national characteristics are fostered.

In imparting education, the developing of the national characteristics shall be made the object, and the cultivation of virtue be striven for, by paying special attention to instruction given. Not to mention hours for lessons, or for practical training, very opportunity that may present itself shall be seized by teachers to

give their pupils suitable instruction, so that pupils may be so brought up as to behave themselves leniently towards others, but strictly towards themselves, to value order and to observe discipline, to be thrifty and industrious, and honest and trustworthy. In this way, these qualities may become their second nature, so that when grown up they may discharge in full their duties as people of the Empire.

4. Education given shall be uniform in system, and practice shall be repeated, so that pupils may securely grasp what they have learned.

In order to make secure the efforts of teaching, the object of each lesson given shall be made clear, a system followed, and proper order observed. At the same time, care must be taken to establish connection and unity between the lessons, so that each shall be dependent on, and not contradict the other. In case different teachers give different branches of a lesson, attention shall be specially given to this point, and conference between them held, so that connection is established between them, and the pupils enabled to receive thoroughly connected teaching. It shall not be the aim to impart a great deal of knowledge or art, as it is essential that the pupils be made fully to understand and make their own that which they are taught. It is, therefore, required that they be given as ample opportunity as possible repetition of, and exercise in, what they are taught. In this way, it is hoped the knowledge imparted to them may be firmly implanted in their minds, a perfect system established,

and free use of that knowledge made by the pupils with promptitude.

5. Education shall be given so as to arouse the interest of pupils in their studies and thus induce in them the habit of voluntarily pursuing them.

On the occasion of giving lesson, it is necessary to use suitable methods, so that pupils may be interested, and thoroughly to understand that they are taught, and thus be led to like studies. In teaching, pupils shall not only have knowledge and art imparted to them, but they shall also be taught the method of study. Besides, in teaching the practical side of subjects, endeavour shall be made to induce pupils to feel interest in it and pursue it with pleasure, so that they may acquire the habit of industry and the taste for labour. In this way, it is hoped from the oversight of teachers, they will not lapse into idleness, but keep up the habit of self training and push on ward in their calling.

6. Attention shall be paid to physical development, and along with gymnastics, suitable athletic sports shall be encouraged.

It is necessary for a person to have a strong physique in order to get on in the world and succeed in business. Gymnastics well adapted to the stages of physical development shall, therefore, be practised, and exercises or pastimes suitable for the seasons and locality encouraged, so that the body of the pupils may be hardened, their mental strength invigorated and be the possessors of physique able to stand the

changes of the seasons, and rise superior to the hardships and destitution they may experience. It shall also be aimed at inducing pupils to volunteer for physical training, not only during their school life, but also after that is over, so that their physique may continually develop.

7. Teachers shall exhibit to their pupils love and dignity, and make themselves models for them.

Dignity is necessary for a teacher in facing his pupils, because with it they are able to give life to their teaching and training, and thereby attain the object of education. At the same time, there must be warm love and deep affection to enable teachers to maintain friendly relations with their pupils, and thus exercise sufficient influence over them and bring them up satisfactorily. What they desire of their pupils, teachers shall show by their own example, and acting up to their works, shall make themselves fit models for imitation.

8. Teachers shall have a firm purpose, and always strive after mental cultivation.

Education does not look for immediate results, its aim is far-reaching. Teachers shall, therefore, regard education as an honourable profession, and become firmly attached to it, so that they may strive always for its final aim and be ready to die, if needed, martyrs for that profession. Teachers shall also endeavour to comprehend the seriousness of their duty, so that they may experience a sense of failure finding the culture possessed by them falling short of their high

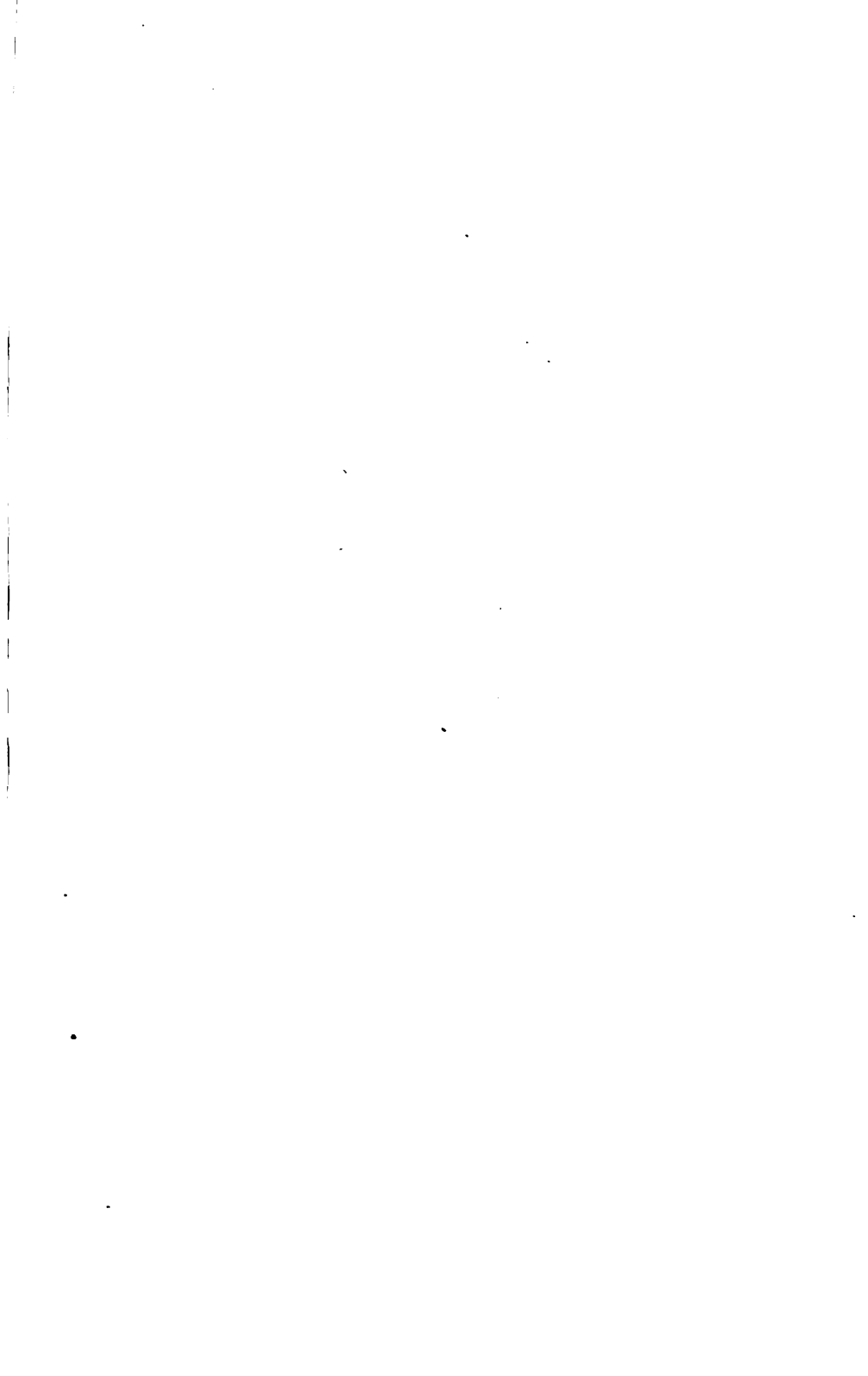
calling, and be urged thereby to faithful prosecution of their studies and the proper application of experience, to strive for the proper formation of their own characters and the expansion of their acquirements, and so attain desired improvement and progress in themselves and the faithful execution of the duties expected of them.

9, Teachers shall be ready to keep on friendly terms with one another, and further to extend their friendship to elders of the local community, so that they may exert good influence over them and reform them.

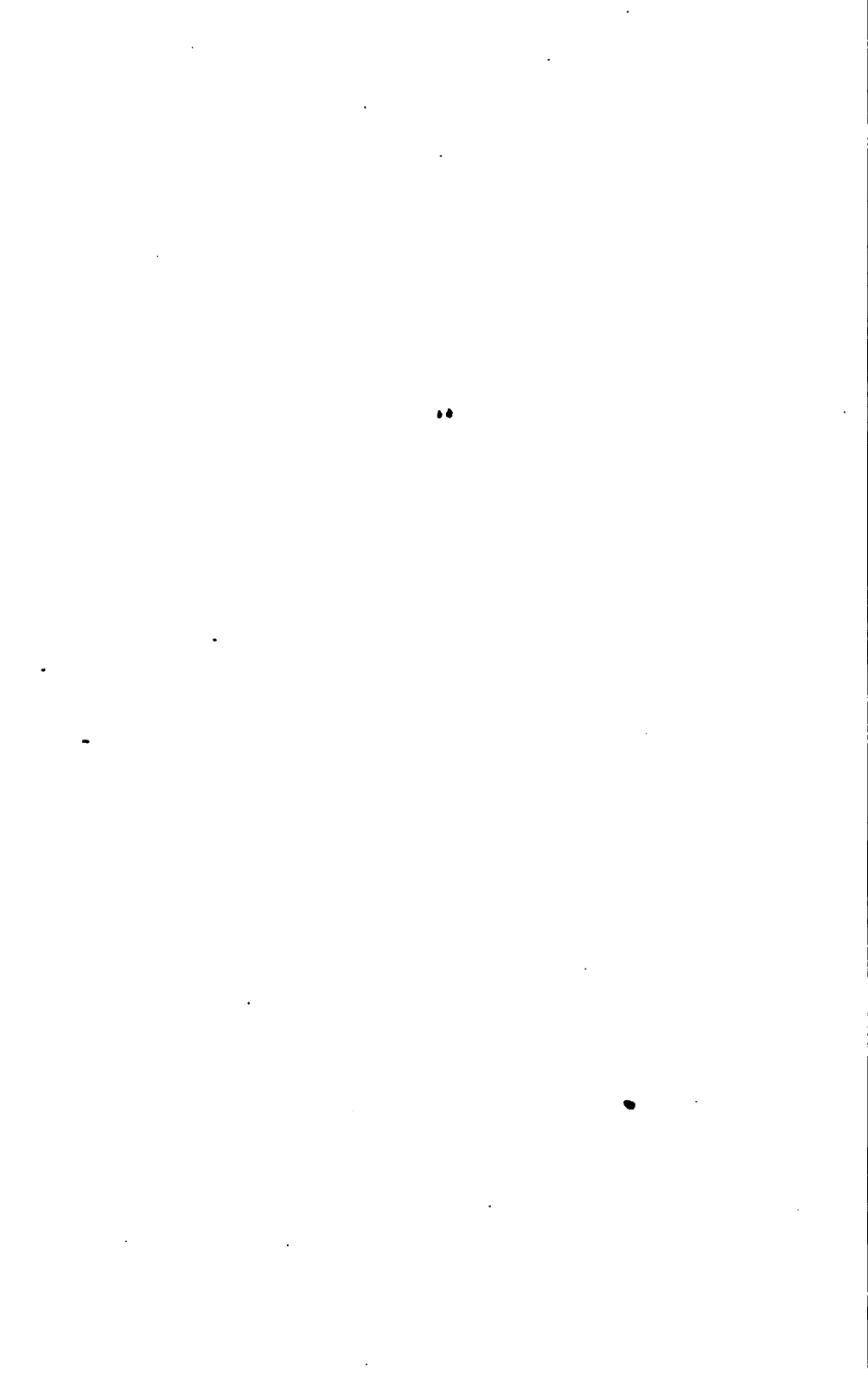
Education is closely related to social matters, so that it is difficult to attain its object by school education alone. If, therefore, follows that teachers must keep on friendly terms with one another, and advise each other with good will, so that all may be kept from swerving from the path of duty, a good *esprit de corps* established among the schools and pupils surrounded with the best possible influence. They shall also keep on good terms with elders of the local community, and acting, in concert with them, endeavour to accomplish the object of education. At the same time, they shall keep in view the fact that they are leaders of the community, and so endeavour to influence and reform it.

In short, teachers shall thoroughly master the fundamental principles of the education of the Empire, and endeavour to bring that education into realization, putting forth their strength in all sincerity, and by

gaining the fruitful result of education contribute to the desired development of the Empire. All conduct in life is to be based on sincerity and endeavour. It is only by acting with sincerity and endeavour that pupils can be trained to be loyal and the Imperial behest be obeyed. With regard to education in Chosen, I, the Governor-General, depend greatly upon those in responsible positions and so lay down herewith the daily rules for teachers, so that what is desired of them shall be quite clearly set out before them.









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